

The College of
William & Mary

**UNDERGRADUATE
COURSE CATALOG**



2002-2003

GENERAL STATEMENT OF POLICY

Bulletin of The College of William and Mary—Undergraduate Catalog Issue

August 2002

The College of William and Mary does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability or age in its programs and activities. Inquiries regarding the non-discrimination policies should be addressed to:

Ms. Susan S. Grover
Director of Equal Opportunity
Hornsby House
P. O. Box 8795
Williamsburg, VA 23187-8795
(757) 221-2615

Note: The catalog provides announcements for the 2002-2003 academic year. It is current until August 2003. The College reserves the right to make changes in the regulations, charges and curricula listed herein at any time.

CATALOGS ARE ISSUED FOR OTHER COLLEGE PROGRAMS AS FOLLOWS:

School of Business Administration
School of Education
Graduate Studies in Arts and Sciences
School of Marine Science
Marshall-Wythe School of Law

The Honor System

Among the most significant traditions of the College of William and Mary is its student administered Honor System. The spirit and essence of the Honor System have existed at the College for more than 200 years and are embodied in the Honor Code. It asserts that honor and personal integrity are fundamental attributes essential of the climate of trust which must exist in a community of scholars. The Code is an agreement, accepted by each student who enrolls, not to lie, cheat or steal or to tolerate such behavior in others. Self-administered by elected peers, the Honor System is supported strongly by the Faculty and the Administration. Detailed information about the Honor System may be found in the Student Handbook.

Accreditation

The College of William and Mary is accredited by the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033, 404-679-4500, www.sacscoc.org; the American Assembly of Collegiate Schools of Business; The Association of American Law Schools; and the National Council for Accreditation of Teacher Education.



The College Of
WILLIAM & MARY

THE UNDERGRADUATE CATALOG

**ANNOUNCEMENTS FOR THE
THREE HUNDRED AND TENTH YEAR**

WILLIAMSBURG, VIRGINIA 23185

(757) 221-4000

2002-2003

THE UNIVERSITY OF MICHIGAN LIBRARY

1957

1957

1957

1957

1957

CORRESPONDENCE DIRECTORY

To facilitate prompt attention, inquires should be addressed to the following at the College of William and Mary, P.O. Box 8795, Williamsburg, Virginia 23187-8795.

ACADEMIC AFFAIRS

Gillian T. Cell, Provost

ADMISSION - UNDERGRADUATE

Karen R. Cottrell, Associate Provost for Enrollment and Dean of Admission

ADMISSION - GRADUATE STUDIES

David H. Finifter, Interim Dean of Research and Graduate Studies, Arts and Sciences

John Ditrack, Assistant Dean for Admission for Resident and Evening MBA Programs, School of Business Administration

Thomas J. Ward, Associate Dean, School of Education

W. Taylor Reveley, III, Dean, Marshall-Wythe School of Law

ALUMNI AFFAIRS

W. Barry Adams, Executive Vice President, Society of the Alumni

AUXILIARY SERVICES

Charles A. Maimone, Director

BOOKSTORE

Gerald Mahoney, Manager

CAMPUS POLICE

Richard McGrew, Director

DEVELOPMENT, ANNUITIES AND GIFTS

Dennis W. Cross, Vice President for University Development

ENROLLMENT MANAGEMENT

Karen R. Cottrell, Associate Provost for Enrollment and Dean of Admission

EQUAL OPPORTUNITY

Susan S. Grover, Director of Equal Opportunity

FEES AND EXPENSES

Edmund A. Brummer, III, Director of Financial Operations

GENERAL BUSINESS MATTERS

Samuel E. Jones, Vice President for Finance

Anna B. Martin, Vice President for Administration

INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

Courtney M. Carpenter, Associate Provost for Information and Technology

INTERNATIONAL STUDIES

Mitchell B. Reiss, Dean of International Affairs

PUBLIC AFFAIRS

Stewart H. Gamage, Vice President for Community Relations and Public Affairs

RECORDS AND TRANSCRIPTS

Carolyn S. Boggs, University Registrar

STUDENT EMPLOYMENT, STUDENT LOANS, FINANCIAL AID

Edward P. Irish, Director of Student Financial Aid

STUDENT LIFE

W. Samuel Sadler, Vice President for Student Affairs

SWEM LIBRARY

Connie Kearns McCarthy, Dean, University Libraries

CONTENTS

General Statement of Policy	Cover II
Correspondence Directory	i
College Calendar, 2002-03	iii
The College	1
Mission Statement and Goals	1
Phi Beta Kappa Society	1
Presidents, Chancellors and Honorary Fellows	2
Board of Visitors	3
Directory of Administrative Offices	5
Officers of Instruction	8
Earl Gregg Swem Library	38
Student Health Center and Counseling Center Staff	41
Admission to the College	43
Student Financial Aid	46
Tuition and Other Expenses	48
Academic Regulations	53
Requirements for Degrees	62
Fields of Concentration, Subprograms and Course Descriptions	77
Faculty of Arts and Sciences	78
School of Business Administration	303
School of Education	316
School of Marine Science/Virginia Institute of Marine Science	335
Miscellaneous Information	337
Index	338
Map of Campus	Cover III

UNDERGRADUATE ACADEMIC CALENDAR

2002-2003

2002 Fall Semester

August 23-27	Orientation Period (Friday-Tuesday)
August 26	New and Continuing Student Registration (Monday)
August 27	Beginning of Add/Drop Period (Tuesday)
August 28	Unclassified Student Registration (Wednesday)
August 28	Beginning of Undergraduate Classes (Wednesday)
August 30	Opening Convocation (Friday)
September 6	Last Day for Add/Drop (Friday)
September 27-29	Family Weekend (Friday-Sunday)
October 14-15	Fall Break (Monday-Tuesday)
October 24-27	Homecoming (Thursday-Saturday)
November 1	Last day to Withdraw (Friday)
November 4-8	Registration for Spring 2003
November 27-Dec 1	Thanksgiving Holiday (Wednesday-Sunday)
December 6	End of Undergraduate Classes (Friday)
December 7-8	Reading Period (Saturday-Sunday)
December 9-10	Examinations (Monday-Tuesday)
December 11	Reading Period (Wednesday)
December 12-13	Examinations (Thursday-Friday)
December 14-15	Reading Period (Saturday-Sunday)
December 16-19	Examinations (Monday-Thursday)

2003 Spring Semester

January 11-14	Orientation Period (Saturday-Tuesday)
January 14	Registration and Beginning of Add/Drop Period (Tuesday)
January 15	Beginning of Undergraduate Classes (Wednesday)
January 24	Last Day for Add/Drop (Friday)
February 8	Charter Day (Saturday)
March 3-7	Spring Break (Monday-Friday)
March 21	Last day to Withdraw (Friday)
March 31-April 4	Registration for Fall 2003
April 7-May 9	Registration for Summer 2003
April 25	End of Undergraduate Classes (Friday)
April 26-27	Reading Period (Saturday-Sunday)
April 28-May 2	Examinations (Monday-Friday)
May 3-4	Reading Period (Saturday-Sunday)
May 5-7	Examinations (Monday-Wednesday)
May 11	Commencement (Sunday)

2003 Summer Sessions

May 27	Beginning of Session I (Tuesday)
May 29	Last Day for Add/Drop-Session I (Thursday)
June 13	Last Day to Withdraw-Session I (Friday)
June 27	End of Session I (Friday)
June 30	Beginning of Session II (Monday)
July 2	Last Day for Add/Drop-Session II (Wednesday)
July 18	Last Day to Withdraw-Session II (Friday)
August 1	End of Session II (Friday)



THE COLLEGE

Mission Statement

The College of William and Mary, a public university in Williamsburg, Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William and Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty and distinctive history give William and Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.

The university's predominantly residential undergraduate program provides a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body. This nationally acclaimed undergraduate program is integrated with selected graduate and professional programs in five faculties—Arts and Sciences, Business, Education, Law and Marine Science. Masters and doctoral programs in the humanities, the sciences, the social sciences, business, education and law provide a wide variety of intellectual opportunities for students at both graduate and undergraduate levels.

At William and Mary, teaching, research and public service are linked through programs designed to preserve, transmit and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Quality research supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research and public service are all integral parts of the mission of William and Mary.

Goals

In fulfilling its mission, William and Mary adopts the following specific goals:

- to attract outstanding students from diverse backgrounds;
- to develop a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research;
- to provide a challenging undergraduate program with a liberal arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth, breadth and curiosity;
- to offer high quality graduate and professional programs that prepare students for intellectual, professional and public leadership;
- to instill in its students an appreciation for the human condition, a concern for the public well-being and a life-long commitment to learning; and
- to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation and the world.

The Phi Beta Kappa Society

On December 5, 1776, a small group of William and Mary students founded the Phi Beta Kappa Society, which has since become the nation's premier academic honor society. Alpha of Virginia, as the founding chapter came to be known, inducted fifty members during its first brief period of existence (1776-1781). Among them were William Short, later a distinguished diplomat and close associate of Thomas Jefferson, and John Marshall, subsequently Chief Justice of the Supreme Court. Chapters of Phi Beta Kappa were established at Yale and Harvard, which gave the Society continuity and growth it might not otherwise have had, for in 1781, with the approach of the British army, Alpha of Virginia was suspended. After a brief revival period (1851-1861), the chapter was resurrected in 1893, the 200th anniversary of the founding of William and Mary. In the meantime, chapters of the Society had been established at many other institutions and had come together as the United Chapters of Phi Beta Kappa, now the Phi Beta Kappa Society, with which Alpha of Virginia is affiliated.

The primary purpose of Alpha of Virginia is to encourage and recognize the achievements of William and Mary undergraduates, and twice each year, the Chapter elects to membership a small number of senior students who are B.A. and B.S. candidates and have demonstrated outstanding scholarship, breadth of intellectual interests and good character.

Presidents of the College

JAMES BLAIR, 1693-1743	ROBERT SAUNDERS, 1847-1848
WILLIAM DAWSON, 1743-1752	JOHN JOHNS, 1849-1854
WILLIAM STITH, 1752-1755	BENJAMIN S. EWELL, 1854-1888
THOMAS DAWSON, 1755-1760	LYON G. TYLER, 1888-1919
WILLIAM YATES, 1761-1764	JULIAN A.C. CHANDLER, 1919-1934
JAMES HORROCKS, 1764-1771	JOHN STEWART BRYAN, 1934-1942
JOHN CAMM, 1771-1777	JOHN EDWIN POMFRET, 1942-1951
JAMES MADISON, 1777-1812	ALVIN DUKE CHANDLER, 1951-1960
JOHN BRACKEN, 1812-1814	DAVIS YOUNG PASCHALL, 1960-1971
JOHN AUGUSTINE SMITH, 1814-1826	THOMAS ASHLEY GRAVES, JR., 1971-1985
WILLIAM H. WILMER, 1826-1827	PAUL ROBERT VERKUIL, 1985-1992
ADAM EMPIE, 1827-1836	TIMOTHY JACKSON SULLIVAN, 1992-
THOMAS RODERICK DEW, 1836-1846	

Chancellors of the College

HENRY COMPTON, BISHOP OF LONDON, 1693-1700
 THOMAS TENISON, ARCHBISHOP OF CANTERBURY, 1700-1707
 HENRY COMPTON, BISHOP OF LONDON, 1707-1713
 JOHN ROBINSON, BISHOP OF LONDON, 1714-1721
 WILLIAM WAKE, ARCHBISHOP OF CANTERBURY, 1721-1729
 EDMUND GIBSON, BISHOP OF LONDON, 1729-1736
 WILLIAM WAKE, ARCHBISHOP OF CANTERBURY, 1736-1737
 EDMUND GIBSON, BISHOP OF LONDON, 1737-1748
 THOMAS SHERLOCK, BISHOP OF LONDON, 1749-1761
 THOMAS HAYTER, BISHOP OF LONDON, 1762
 CHARLES WYNDHAM, EARL OF EGREMONT, 1762-1763
 PHILIP YORKE, EARL OF HARWICKE, 1764
 RICHARD TERRICK, BISHOP OF LONDON, 1764-1776
 GEORGE WASHINGTON, FIRST PRESIDENT OF THE UNITED STATES, 1788-1799
 JOHN TYLER, TENTH PRESIDENT OF THE UNITED STATES, 1859-1862
 HUGH BLAIR GRIGSBY, HISTORIAN 1871-1881
 JOHN STEWART BRYAN, NINETEENTH PRESIDENT OF THE COLLEGE OF
 WILLIAM AND MARY, 1942-1944
 COLGATE W. DARDEN, JR., GOVERNOR OF VIRGINIA, 1946-1947
 ALVIN DUKE CHANDLER, TWENTY-FIRST PRESIDENT OF
 THE COLLEGE OF WILLIAM AND MARY, 1962-1974
 WARREN E. BURGER, FIFTEENTH CHIEF JUSTICE OF THE UNITED STATES, 1986-1993
 MARGARET THATCHER, FORMER PRIME MINISTER OF GREAT BRITAIN, 1993-2000
 HENRY A. KISSINGER, FORMER SECRETARY OF STATE, 2000-

Honorary Fellows of the College

His Royal Highness, THE PRINCE OF WALES, 1981
 Her Royal Highness, PRINCESS MARGRIET OF THE NETHERLANDS, 1989

Board of Visitors

The Board of Visitors is the governing authority of the College of William and Mary. In executing its duties, the Board is guided by the laws and policies of the Commonwealth of Virginia. It strives to preserve the ideals and traditions of the institutions under its jurisdiction, including the student-administered Honor System. The Board appoints the President for the College of William and Mary; and it appoints academic officers, faculties, and other employees essential to the effective operation of all the institutions under its control. Appointed by and accountable to the Governor, the seventeen members of the Board of Visitors serve for terms of four years each. Annually the Board appoints the President of the Student Assembly of William and Mary to the position of non-voting, advisory representative on the Board of Visitors. The Board approves the Mission Statement and Goals of the College.

Board of Visitors Officers

Donald N. Patten	RECTOR
Susan A. Magill '72	VICE RECTOR
Jeffrey L. McWaters	SECRETARY

Board of Visitors Members

Term expires June 30, 2003

Belden H. Bell	MARSHALL, VA
Donald N. Patten	NEWPORT NEWS, VA
Robert S. Roberson, M.B.A. '73	NEWPORT NEWS, VA
Ronald L. Tillett	MIDLOTHIAN, VA

Term expires June 30, 2004

J. Peter Clements, M.B.A. '82	CARSON, VA
Paul C. Jost '76, J.D. '88	WILLIAMSBURG, VA
Jeffrey L. McWaters	VIRGINIA BEACH, VA
Joseph J. Plumeri II '66	SCOTCH PLAINS, NJ
L. Clifford Schroeder, Sr.	RICHMOND, VA

Term expires June 30, 2005

William P. Barr	MCLEAN, VA
Susan A. Magill '72	ALEXANDRIA, VA
Michael K. Powell '85, D.P.S. '02	FAIRFAX STATION, VA
Barbara B. Ukrop '61	RICHMOND, VA

Term expires June 30, 2006

Thomas E. Capps	RICHMOND, VA
Lawrence S. Eagleburger, D.P.S. '01	CHARLOTTESVILLE, VA
Suzann W. Matthews '71	MCLEAN, VA
Mark H. McCormack '51, L.H.D. '97	WINDERMERE, FL

2002-2003 Student Representatives

Linsay Ann R. Burnett	COLLEGE OF WILLIAM AND MARY
Akiko Chozu	RICHARD BLAND COLLEGE

Standing Committees and Standing Committee Chairs of the Board of Visitors

Executive Committee

Donald N. Patten, Chair; Susan A. Magill, Vice Chair; William P. Barr; Robert S. Roberson; Ronald L. Tillett

Richard Bland College Committee

J. Peter Clements, Chair; Belden H. Bell; Susan A. Magill; Robert S. Roberson; Akiko Chozu

Committee on Financial Affairs

Ronald L. Tillett, Chair; Paul C. Jost; Joseph J. Plumeri II; L. Clifford Schroeder, Sr.

Committee on Academic Affairs

William P. Barr, Chair; J. Peter Clements; Susan A. Magill

Committee on Athletics

Joseph J. Plumeri II, Chair

Committee on Audit

Paul C. Jost, Chair; Belden H. Bell; Michael K. Powell; Ronald L. Tillett

Committee on Buildings and Grounds

Jeffrey L. McWaters, Chair; William P. Barr; Barbara B. Ukrop; Lindsay Ann R. Burnett

Committee on Development and Alumni Affairs

Robert S. Roberson, Chair; Jeffrey L. McWaters; Joseph J. Plumeri II; L. Clifford Schroeder, Sr.

Committee on Honorary Degrees

Donald N. Patten, Chair; William P. Barr; Susan A. Magill; L. Clifford Schroeder, Sr.

Committee on Public Affairs and Economic Development

(to be appointed), Chair

Committee on Student Affairs

Susan A. Magill, Chair

DIRECTORY OF ADMINISTRATIVE OFFICES

Office of the President

Timothy J. Sullivan	President
Mary D. Anderson	Executive Assistant to the President
Michael J. Fox	Assistant to the President
Louise L. Kale	Executive Director of the Historic Campus
Susan H. Wayland	Director of the Washington Office

Office of the Provost

Gillian T. Cell	Provost
Shirley C. Aceto	Assistant to the Provost
Gary A. Kreps	Vice Provost
Courtney M. Carpenter	Associate Provost for Information Technology
Karen R. Cottrell	Associate Provost for Enrollment and Dean of Admission
Susan S. Grover	Director, Equal Opportunity

Faculty of Arts and Sciences

P. Geoffrey Feiss	Dean of Faculty
Betty P. Sandy	Assistant to the Dean
Barbara A. Watkinson	Dean of Undergraduate Studies
David H. Finifter	Dean of Research and Graduate Studies

School of Business Administration

Lawrence B. Pulley	Dean
John F. Boschen	Associate Dean for Faculty
John J. Dittrick	Assistant Dean for Resident and Evening MBA Programs

School of Education

Virginia L. McLaughlin	Dean
Thomas J. Ward	Associate Dean
Christopher R. Gareis	Associate Dean, Professional Services

Marshall-Wythe School of Law

W. Taylor Reveley, III	Dean
Lynda L. Butler	Vice Dean
I. Trotter Hardy	Associate Dean, Technology
Lizbeth A. Jackson	Associate Dean, Administration/Registrar
Faye F. Shealy	Associate Dean, Admission

School of Marine Science

L. Donelson Wright	Dean
Iris C. Anderson	Dean, Graduate Studies
Eugene M. Burreson	Director, Research and Advisory Services

Omohundro Institute of Early American History and Culture

Ronald Hoffman	Director
Christopher Grasso	Editor, William and Mary Quarterly

Reves Center for International Studies

Mitchell B. Reiss	Dean of International Affairs and Director of the Reves Center
Ann Marie Stock	Associate Dean of International Affairs
Guru Ghosh	Director of Global Education

Earl Gregg Swem Library

Connie Kearns McCarthy
John D. Haskell, Jr.
Berna L. Heyman

Dean of University Libraries
Associate Dean
Associate Dean, Academic Services

Muscarelle Museum of Art

Ann C. Madonia Interim Director and Curator of Collections, Muscarelle Museum of Art

Office of Administration

Anna B. Martin Vice President for Administration
Martha Sheets Assistant to the Vice President
Charles Maimone Associate Vice President for Administration and Director, Auxiliary Services
Richard W. McGrew Director, Campus Police
Adolph Hight Director, Facilities Management
Earleen H. O'Roark Director, Human Resources
Linda N. Orr Director, Procurement

Office of Admission

Karen R. Cottrell Associate Provost for Enrollment and Dean of Admission

Office of Finance

Samuel E. Jones Vice President for Finance
Glenda E. White Director of the Budget
Edmund A. Brummer Director of Financial Operations
William D. Copan Director of Private Funds

Office of Financial Aid

Edward P. Irish Director
Patricia Kelly Associate Director

Office of Intercollegiate Athletics

Edward C. Driscoll, Jr. Director
Barbara W. Blosser Associate Director

Office of Internal Audit

Michael L. Stump Director

Office of Public Affairs

Stewart H. Gamage Vice President for Community Relations and Public Affairs
William T. Walker, Jr. Associate Vice President for Public Affairs
Amy Ruth Associate Director of University Relations

Office of Student Affairs

W. Samuel Sadler Vice President for Student Affairs
Patricia Volp Dean of Students
Virginia Ambler Assistant Vice President for Student Affairs
Mark Constantine Assistant Vice President, Campus Life
Mary Schilling Director, Career Services
R. Kelly Crace Director, Counseling Center
W. Fanchon Glover Director, Multicultural Affairs
Deborah Boykin Director, Residence Life

Office of University Development

Dennis W. Cross
Robert E. Curtis
Susan H. Pettyjohn

Vice President for University Development
Associate Vice President for University Development
Associate Vice President for Development Services

Office of the University Registrar

Carolyn S. Boggs
Dorothy O. Weber

University Registrar
Associate Registrar

Society of the Alumni

W. Barry Adams

Executive Vice President

OFFICERS OF INSTRUCTION¹

Timothy J. Sullivan (1972), *President of the College and J. S. Bryan Professor of Law*, A.B., College of William and Mary; J.D., Harvard University.

Gillian T. Cell (1993), *Provost and Professor of History*, B.A. and Ph.D., University of Liverpool.

Henry Aceto, Jr. (1970), *Professor of Biology, Emeritus and Professor of Marine Science, Emeritus*, B.S., State University of New York at Albany; M.S., University of California-Berkeley; Ph.D., University of Texas.

Fred L. Adair (1970), *Professor of Education, Emeritus*, B.S. and Ph.D., University of North Carolina; M.A.T., Duke University.

Joseph S. Agee (1958), *Professor of Kinesiology, Emeritus*, A.B. and M.Ed., College of William and Mary.

Nathan Altshuler (1960), *Professor of Anthropology, Emeritus*, A.B., University of Michigan; Ph.D., Harvard University.

Jay D. Andrews (1946), *Professor of Marine Science, Emeritus*, B.S., Kansas State College; M.A. and Ph.D., University of Wisconsin.

M. Joy Archer (1968), *Professor of Kinesiology, Emerita*, B.S., Skidmore College; M.Ed., College of William and Mary.

Alfred R. Armstrong (1933), *Professor of Chemistry, Emeritus*, B.S. and M.A., College of William and Mary; Ph.D., University of Virginia.

Eric O. Ayisi (1979), *Professor of Anthropology, Emeritus*, B.S., B.A. and Ph.D., London School of Economics and Political Science, University of London.

Elizabeth E. Backhaus (1966), *Associate Professor of Modern Languages and Literatures, Emerita*, A.B., M.A. and Ph.D., University of Connecticut.

Donald L. Ball (1960), *Professor of English, Emeritus*, A.B., University of Richmond; M.A., University of Delaware; Ph.D., University of North Carolina at Chapel Hill.

Carol E. Ballingall (1965), *Professor of Anthropology, Emerita*, A.B., Wayne State University; M.A., University of Chicago.

Robert A. Barry (1964), *Associate Professor of Economics, Emeritus*, A.B., Stanford University; Ph.D., Yale University.

Lawrence C. Becker (1989), *William R. Kenan, Jr., Professor of Humanities and Professor of Philosophy, Emeritus*, B.A., Midland College; M.A. and Ph.D., University of Chicago.

R. Carlyle Beyer (1965), *Professor of History, Emeritus*, A.B., Hamline University; A.B. and M.A., Oxford University; Ph.D., University of Minnesota.

Kenneth F. Bick (1961), *Professor of Geology, Emeritus*, B.S., M.S. and Ph.D., Yale University.

Rudolf H. Bieri (1972), *Professor of Marine Science, Emeritus*, Dt. rer. nat., Johann Gutenberg University.

Robert E. L. Black (1959), *Professor of Biology, Emeritus*, A.B., William Jewell College; Ph.D., University of Washington.

John D. Boon, III (1974), *Professor of Marine Science, Emeritus*, B.A. Rice University; M.A. and Ph.D., College of William and Mary.

Garnett R. Brooks, Jr. (1962), *Professor of Biology, Emeritus*, B.S. and M.A., University of Richmond; Ph.D., University of Florida.

Richard B. Brooks (1947), *Professor of Education, Emeritus*, B.P.E., Springfield College; M.A., University of Pennsylvania; Ed.D., University of Virginia.

Marion M. Brown (1966), *Associate Professor of Theatre and Speech, Emerita*, A.B. and M.A., University of California.

G. William Bullock (1967), *Professor of Education, Emeritus*, A.B., Lynchburg College; M.Ed. and Ed.D., University of Virginia.

William L. Bynum (1969), *Professor of Computer Science, Emeritus*, B.S., Texas Technological College; M.A. and Ph.D., University of North Carolina at Chapel Hill.

¹This list reflects the status of members of the faculty as of 1 June 2002. The date indicates year of arrival at the College of William and Mary.

- Mitchell A. Byrd** (1956), *Chancellor Professor of Biology, Emeritus*, B.S., M.S. and Ph.D., Virginia Polytechnic Institute.
- Robert J. Byrne** (1969), *CSX Professor of Marine Science, Emeritus*, M.S. and Ph.D., University of Chicago.
- Michael Castagna** (1973), *Professor of Marine Science, Emeritus*, B.S. and M.S., Florida State University.
- Louis E. Catron** (1966), *Professor of Theatre, Speech, and Dance, Emeritus*, A.B., Millikin University; M.A. and Ph.D., Southern Illinois University.
- Jay Lee Chambers** (1970), *Professor of Psychology, Emeritus*, A.B., George Washington University; M.A. and Ph.D., University of Kentucky.
- Royce W. Chesser** (1962), *Professor of Education, Emeritus*, A.B., Wake Forest University; M.Ed., College of William and Mary.
- Stephen C. Clement** (1964), *Professor of Geology, Emeritus*, A.B. and Ph.D., Cornell University; M.S., University of Utah.
- William S. Cobb, Jr.** (1967), *Professor of Philosophy, Emeritus*, A.B., Wake Forest University; B.D., Union Theological Seminary, New York; Ph.D., Vanderbilt University.
- George D. Cole, Jr.** (1968), *Professor of Business Administration, Emeritus*, A.B., Duke University; B.D., Yale University; Ed.D., Columbia University.
- Henry E. Coleman** (1964), *Professor of Art and Art History, Emeritus*, A.B., College of William and Mary; M.A., University of Iowa.
- Tom A. Collins** (1970), *Professor of Law, Emeritus*, A.B. and J.D., Indiana University at Indianapolis; LL.M., University of Michigan.
- Marion Reeder Cornish** (1943), *Professor of Physical Education for Women, Emerita*, B.S. and M.S., University of Illinois.
- Bradner W. Coursen** (1968), *Professor of Biology, Emeritus*, A.B., Drew University, M.S. and Ph.D., University of Maryland.
- M. Boyd Coyner, Jr.** (1969), *Professor of History, Emeritus*, A.B., M.A., and Ph.D., University of Virginia.
- George W. Crawford** (1960), *Professor of Physics, Emeritus*, B.S., Davidson College; M.S., University of North Carolina; Ph.D., Ohio State University.
- Patricia B. Crowe** (1965), *Professor of Kinesiology, Emerita*, B.S., Sargent College, Boston University; M.S. and Ed.D., University of North Carolina at Greensboro.
- Charles E. Davidson** (1949), *Professor of English, Emeritus*, A.B., Princeton University; M.A. and Ph.D., Yale University.
- William F. Davis, Jr.** (1960), *Professor of English, Emeritus*, A.B., Princeton University; M.A., and Ph.D., Yale University.
- William DeFotis** (1986), *Associate Professor of Music, Emeritus*, B.M. and M.M., University of Illinois at Urbana; D.M.A., University of Iowa.
- Peter L. Derks** (1960), *Professor of Psychology, Emeritus*, A.B., Knox College; M.A., Harvard University; Ph.D., University of Pennsylvania.
- Elsa S. Diduk** (1976), *Professor of Modern Languages and Literatures, Emerita*, B.S., Temple University; M.A., Columbia University.
- Cirila Djordjevic** (1968), *Garrett-Robb-Guy Professor of Chemistry, Emerita*, B.S., Zagreb University; Ph.D., University College.
- Carl R. Dolmetsch** (1959), *Professor of English, Emeritus*, A.B. and M.A., Drake University; Ph.D., University of Chicago.
- John E. Donaldson** (1966), *Ball Professor of Law, Emeritus*, A.B., University of Richmond; J.D., College of William and Mary; LL.M. Georgetown University.
- Scott Donaldson** (1966), *Louise G.T. Cooley Professor of English, Emeritus*, A.B., Yale University; M.A. and Ph.D., University of Minnesota.
- Hugh B. Easler** (1962), *Associate Professor of Mathematics, Emeritus*, A.B., Wofford College; M.S., University of South Carolina.
- Jack D. Edwards** (1962), *Professor of Government, Emeritus*, A.B., Macalester College; LL.B., Harvard Law School; Ph.D., Vanderbilt University.
- Waldemar Eger** (1975), *Associate Professor of Modern Languages and Literatures, Emeritus*, B.A., Eastern Mennonite College; M.A. and Ph.D., Indiana University.

- Nathaniel Y. Elliott** (1963), *Professor of English, Emeritus*, B.S., State University of New York at Fredonia; M.A., Syracuse University; Ph.D., Cornell University.
- Anthony J. Esler** (1962), *Professor of History, Emeritus*, A.B., University of Arizona; M.A. and Ph.D., Duke University.
- Michael A. Faia** (1970), *Professor of Sociology, Emeritus*, A.B. and Ph.D., University of Southern California; M.A., University of Chicago.
- Robert J. Fehrenbach** (1967), *Professor of English, Emeritus*, A.B., Westminster College, Missouri; M.A., Vanderbilt University; Ph.D., University of Missouri.
- Thomas M. Finn** (1973), *Chancellor Professor of Religion, Emeritus*, A.B. and M.A., St. Paul's College; Th.L. and Th.D., Catholic University.
- Emeric Fischer** (1964), *Professor of Law, Emeritus*, B.S., University of South Carolina; J.D. and M.L.&T., College of William and Mary.
- S. Stuart Flanagan** (1968), *Professor of Education, Emeritus*, B.S., Washington and Lee University; M.Ed. and Ed.D., University of Virginia.
- Lewis A. Foster, Jr.** (1955), *Professor of Philosophy, Emeritus*, A.B. and M.A., University of Virginia; Ph.D., University of Udaipur.
- Margaret W. Freeman** (1967), *Associate Professor of Music, Emerita*, A.B., Brown University; M.A., Smith College; M.A., Middlebury College.
- Joanne Basso Funigiello** (1967), *Professor of Modern Languages and Literatures, Emerita*, A.B., Connecticut College for Women; M.A., Middlebury College.
- Philip J. Funigiello** (1966), *Professor of History, Emeritus*, A.B., Hunter College; M.A., University of California-Berkeley; Ph.D., New York University.
- Herbert O. Funsten** (1963), *Professor of Physics, Emeritus*, A.B., M.A. and Ph.D., University of Virginia.
- Armand J. Galfo** (1958), *Professor of Education, Emeritus*, A.B., M.Ed. and Ed.D., University of Buffalo.
- William E. Garland, Jr.** (1972), *Associate Professor of Education, Emeritus*, B.A., University of New Hampshire; M.S., Utah State University; D.A., Carnegie-Mellon University.
- Martin A. Garrett** (1963), *Professor of Economics, Emeritus*, B.S., Middle Tennessee State College; Ph.D., Vanderbilt University.
- Bruce K. Goodwin** (1963), *Professor of Geology, Emeritus*, A.B., University of Pennsylvania; M.S. and Ph.D., Lehigh University.
- Bruce S. Grant** (1968), *Professor of Biology, Emeritus*, B.S., Bloomsburg State College; M.S. and Ph.D., North Carolina State University.
- George C. Grant** (1968), *Professor of Marine Science, Emeritus*, B.S., University of Massachusetts; M.A., College of William and Mary; Ph.D., University of Rhode Island.
- Thomas A. Graves, Jr.** (1971), *President of the College, Emeritus*, B.A., Yale University; M.B.A. and D.B.A., Harvard University.
- Deborah Green** (1974), *Professor of Psychology, Emerita*, A.B., Washington College; M.A. and Ph.D., University of Virginia.
- James E. Griffin** (1975), *Professor of Modern Languages and Literatures, Emeritus*, B.A., University of Florida; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Franz L. Gross** (1970), *Professor of Physics, Emeritus*, A.B., Swarthmore College; Ph.D., Princeton University.
- Mark G. Gulesian** (1970), *Professor of Education, Emeritus*, A.B., Tufts University; M.Ed. and Ed.D., University of Massachusetts.
- Gustav W. Hall** (1963), *Professor of Biology, Emeritus*, A.B. and M.S., Ohio University; Ph.D., Indiana University.
- Ronald A. Hallett**, (1970), *Professor of Modern Languages and Literatures, Emeritus*, A.B., M.A. and Ph.D., Pennsylvania State University.
- Robert J. Hanny** (1969), *Professor of Education, Emeritus*, B.S., M.A. and Ph.D., Ohio State University.
- Eugene Rae Harcum** (1958), *Professor of Psychology, Emeritus*, B.S., College of William and Mary; M.A., Johns Hopkins University; Ph.D., University of Michigan.
- William J. Hargis, Jr.** (1955), *Professor of Marine Science, Emeritus*, A.B. and M.A., University of Richmond; Ph.D., Florida State University.

- Dexter S. Haven** (1949), *Professor of Marine Science, Emeritus*, B.S. and M.S., Rhode Island State College.
- George R. Healy** (1971), *Professor of History, Emeritus*, B.A., Oberlin College; M.A. and Ph.D., University of Minnesota.
- Paul E. Helfrich** (1971), *Professor of Art and Art History, Emeritus*, B.F.A., and M.F.A., Ohio University.
- Trevor B. Hill** (1963), *Professor of Chemistry, Emeritus*, B.S., University of Alberta; Ph.D., Cornell University.
- Robert J. Huggett** (1977), *Professor of Marine Science, Emeritus*, M.S., Scripps Institution of Oceanography; Ph.D., College of William and Mary.
- Satoshi Ito** (1965), *Professor of Sociology, Emeritus*, A.B., California State College, Long Beach; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Christina W. Jackson** (1969), *Professor of Kinesiology, Emerita*, B.S. and M.Ed., Springfield College; Ed.D., Boston University.
- John C. Jamison** (1983), *John N. Dalton Professor of Business Administration, Emeritus*, B.S., Purdue University; M.B.A., Harvard University.
- David Clay Jenkins** (1956), *Professor of English, Emeritus*, A.B. and M.A., University of Alabama; Ph.D., University of Iowa.
- Dudley M. Jensen** (1951), *Professor of Physical Education, Emeritus*, B.S., Springfield College; M.A., Teachers College, Columbia University.
- Gerald H. Johnson** (1965), *Professor of Geology, Emeritus*, B.S., M.A. and Ph.D., Indiana University.
- Ludwell H. Johnson, III** (1955), *William E. Pullen Professor of History, Emeritus*, A.B. and Ph.D., Johns Hopkins University.
- David H. Jones** (1967), *Professor of Philosophy, Emeritus*, A.B., University of Missouri-Kansas City; M.A. and Ph.D., Harvard University.
- J. Ward Jones** (1961), *Chancellor Professor of Classical Studies, Emeritus*, A.B., University of Richmond; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Edward Katz** (1947), *Instructor of Chemistry, Emeritus*, B.S., College of William and Mary.
- E. Morgan Kelley** (1968), *Assistant Professor of Modern Languages and Literatures, Emeritus*, B.A., Washington and Lee University; M.A. and Ph.D., Michigan State University.
- Jon S. Kerner** (1969), *Associate Professor of Sociology, Emeritus*, B.S., Carroll College; M.A. and Ph.D., Indiana University.
- R. Wayne Kernodle** (1945), *Professor of Sociology, Emeritus*, A.B., M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Chonghan Kim** (1964), *Professor of Government, Emeritus*, A.B., M.A. and Ph.D., Indiana University.
- James D. Kornwolf** (1968), *Professor of Art and Art History, Emeritus*, B.F.A., University of Illinois; M.A., University of Wisconsin; Ph.D., Courtauld Institute of Art, University of London.
- Albert Y. Kuo** (1970), *Professor of Marine Science, Emeritus*, B.S., Taiwan University; M.S., University of Iowa; Ph.D., Johns Hopkins University.
- Ann T. Lambert** (1969), *Professor of Kinesiology, Emerita*, B.S., Appalachian State University; M.S.P.E., University of North Carolina at Greensboro.
- Donald R. Lashinger** (1974), *Professor of Education, Emeritus*, B.A., Gannon College; M.Ed., Edinboro State University; Ed.D., Syracuse University.
- James D. Lavin** (1968), *Professor of Modern Languages and Literatures, Emeritus*, A.B. and Ph.D., Florida State University.
- Sidney H. Lawrence** (1961), *Professor of Mathematics, Emeritus*, A.B., M.A. and Ph.D., University of Virginia.
- Lewis W. Leadbeater** (1965), *Professor of Classical Studies, Emeritus*, A.B., University of Pittsburgh; M.A. and Ph.D., New York University.
- Frank T. Lendrim** (1974), *Professor of Music, Emeritus*, B.Mus., Oberlin College; M.M. and Ph.D., University of Michigan.
- John M. Levy** (1976), *Chancellor Professor of Law, Emeritus*, B.A., New York University; J.D., Syracuse University.
- Victor A. Liguori** (1964), *Professor of Sociology, Emeritus*, A.B., Haverford College; M.A. and Ph.D., Princeton University.

- Mont M. Linkenauger** (1960), *Professor of Physical Education, Emeritus*, B.S. and M. Ed., College of William and Mary; R.P.T., Medical College of Virginia.
- James C. Livingston** (1968), *Walter G. Mason Professor of Religion, Emeritus*, A.B., Kenyon College; M.Div., Union Theological Seminary, New York; Ph.D., Columbia University.
- Joseph G. Loesch** (1969), *Professor of Marine Science, Emeritus*, B.S., University of Rhode Island; M.S. and Ph.D., University of Connecticut.
- Maurice P. Lynch** (1972), *Professor of Marine Science, Emeritus*, A.B., Harvard University; M.A. and Ph.D., College of William and Mary.
- Frank A. MacDonald** (1955), *Professor of Philosophy, Emeritus*, A.B. and M.A., College of William and Mary; M.A., Harvard University.
- William G. MacIntyre** (1965), *Professor of Marine Science, Emeritus*, B.S., M.S. and Ph.D., Dalhousie University.
- Robert Maidment** (1970), *Professor of Education, Emeritus*, B.S., M.Ed. and Ed.D., University of Virginia.
- Nancy H. Marshall** (1986), *Dean of University Libraries, Emerita*, B.A., Ohio Wesleyan University; M.A.L.S., University of Wisconsin-Madison.
- J. Luke Martel** (1963), *Professor of Modern Languages and Literatures, Emeritus*, A.B., University of Arizona; License en Lettres, Université de Montpellier; Doctorat, Université d'Aix-Marseille.
- Martin C. Mathes** (1967), *Professor of Biology, Emeritus*, A.B., Miami University; M.S. and Ph.D., University of Maryland.
- John H. McCray** (1978), *Professor of Business Administration, Emeritus*, B.S., University of Virginia; Ph.D., University of Georgia.
- Virgil V. McKenna** (1962), *Professor of Psychology, Emeritus*, A.B., College of William and Mary; M.A., Swarthmore College; Ph.D., Princeton University.
- John L. McKnight** (1957), *Professor of Physics, Emeritus*, A.B., University of Michigan; M.A. and Ph.D., Yale University.
- Henry E. McLane** (1965), *Professor of Philosophy, Emeritus*, A.B., George Washington University; M.A. and Ph.D., Yale University.
- Patrick H. Micken** (1966), *Associate Professor of Theatre and Speech, Emeritus*, B.S. and M.S., Southern Illinois University.
- John A. Moore** (1950), *Professor of Modern Languages and Literatures, Emeritus*, B.S., Davidson College; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- William L. Morrow** (1971), *Professor of Government, Emeritus*, A.B., Southwest Missouri State College; M.A. and Ph.D., University of Iowa.
- Anne Tyler Netick** (1962), *Associate Professor of Modern Languages and Literatures, Emerita*, A.B., Randolph-Macon Woman's College; M.A., Columbia University; Ph.D., Vanderbilt University.
- Elsa Nettels** (1967), *Mildred and J.B. Hickman Professor of English and Humanities, Emerita*, A.B., Cornell University; M.A. and Ph.D., University of Wisconsin.
- Maynard M. Nichols** (1961), *Professor of Marine Science, Emeritus*, B.S., Columbia University; M.S., Scripps Institute of Oceanography; Ph.D., University of California-Los Angeles.
- Frank O. Perkins** (1966), *Professor of Marine Science, Emeritus*, B.A., University of Virginia; M.S. and Ph.D., Florida State University.
- E. Douglas Prillaman** (1969), *Professor of Education, Emeritus*, B.S., Lincoln Memorial University; M.Ed., College of William and Mary; Ed.D., George Washington University.
- Larry Rabinowitz** (1968), *Associate Professor of Mathematics, Emeritus*, A.B., M.S. and Ph.D., Rutgers University.
- Edwin H. Rhyne** (1954), *Professor of Sociology, Emeritus*, B.S., Clemson University; M.S. and Ph.D., University of North Carolina at Chapel Hill.
- Morris H. Roberts, Jr.** (1973), *Professor of Marine Science, Emeritus*, B.A., Kenyon College; M.A. and Ph.D., College of William and Mary.
- Maria T. Robredo** (1964), *Associate Professor of Modern Languages and Literatures, Emerita*, A.B., National Institute of Modern Languages-Buenos Aires; M.A. University of Cordoba; Diplome de Culture Française Contemporaine, University of Paris.
- Shirley G. Roby** (1964), *Professor of Dance, Emerita*, B.S., Longwood College; M.F.A., University of North Carolina at Greensboro.

- Ellen F. Rosen** (1967), *Professor of Psychology, Emerita*, A.B., Carleton College; M.A. and Ph.D., University of Illinois.
- Evon P. Ruzewski** (1965), *Associate Professor of Marine Science, Emeritus*, A.B., Knox College; M.S., University of Wisconsin; Ph.D., University of Virginia.
- Jagdish C. Sanwal** (1966), *Associate Professor of Mathematics, Emeritus*, B.S. and M.S., Lucknow University; Ph.D., Indiana University.
- Elmer J. Schaefer** (1973), *Professor of Law, Emeritus*, A.B., Northwestern University; M.A. and J.D., Harvard University.
- Leonard G. Schifrin** (1965), *Chancellor Professor of Economics, Emeritus*, A.B. and M.A., University of Texas; Ph.D., University of Michigan.
- Harlan E. Schone** (1965), *Professor of Physics, Emeritus*, B.S., University of Illinois; Ph.D., University of California-Berkeley.
- Carol W. Sherman** (1963), *Professor of Dance, Emerita*, A.B., Hollins College; M.A., Sarah Lawrence College.
- Richard B. Sherman** (1960), *William E. Pullen Professor of History, Emeritus*, A.B. and Ph.D., Harvard University; M.A., University of Pennsylvania.
- Roger Sherman** (1966), *Professor of Theatre and Speech, Emeritus*, A.B., College of William and Mary.
- Gene M. Silberhorn** (1972), *Professor of Marine Science, Emeritus*, B.S., Eastern Michigan University; M.S., West Virginia University; Ph.D., Kent State University.
- Howard Marston Smith, Jr.** (1946), *Professor of Physical Education, Emeritus*, B.S., College of William and Mary; M.S., Syracuse University.
- Jerry C. Smith** (1969), *Professor of Modern Languages and Literatures, Emeritus*, A.B., University of Texas; M.A. and Ph.D., Cornell University.
- Leroy W. Smith** (1956), *Professor of English, Emeritus*, B.A., American University; M.A., George Washington University; Ph.D., Duke University.
- Roger W. Smith** (1967), *Professor of Government, Emeritus*, A.B., Harvard College; M.A. and Ph.D., University of California-Berkeley.
- David P. Stanford** (1967), *Professor of Mathematics, Emeritus*, A.B., Hartwick College; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Paul K. Stockmeyer** (1971), *Professor of Computer Science, Emeritus*, A.B., Earlham College; M.A. and Ph.D., University of Michigan.
- Howard Stone** (1948), *Professor of Modern Languages and Literatures, Emeritus*, A.B., Pomona College; M.A., Claremont Graduate School and University Center; Ph.D., University of California-Berkeley.
- Vinson H. Sutlive, Jr.** (1972), *Professor of Anthropology, Emeritus*, A.B., Asbury College; B.D., Vanderbilt School of Religion; M.A., Scarritt College; Ph.D., University of Pittsburgh.
- Jesse S. Tarleton** (1970), *Professor of Business Administration, Emeritus*, B.S., Pennsylvania State University; M.B.A., College of William and Mary; Ph.D., Cornell University.
- Thaddeus W. Tate, Jr.** (1961), *Forrest P. Murden, Jr. Professor of History, Emeritus*, A.B. and M.A., University of North Carolina at Chapel Hill; Ph.D., Brown University.
- C. Richard Terman** (1963), *Professor of Biology, Emeritus*, A.B., Albion College; M.S. and Ph.D., Michigan State University.
- N. Bartlett Theberge, Jr.** (1974), *Professor of Marine Science, Emeritus*, B.S. and J.D., College of William and Mary; LL.M., University of Miami.
- Elaine M. Themo** (1966), *Professor of Sociology, Emerita*, A.B., Mount Holyoke College; M.A., University of North Carolina at Chapel Hill; Ph.D., American University.
- Willard A. Van Engel** (1946), *Professor of Marine Science, Emeritus*, Ph.B. and Ph.M., University of Wisconsin.
- Marion G. Vanfossen** (1967), *Professor of Sociology, Emeritus*, A.B., Blackburn College; M.A., Pennsylvania State University; Ph.D., Emory University.
- Jack D. VanHorn** (1970), *Associate Professor of Religion, Emeritus*, A.B., Ohio Wesleyan University; M.A. and Ph.D., Columbia University.
- Paul R. Verkuil** (1985), *President of the College, Emeritus*, A.B., College of William and Mary; LL.B., University of Virginia; LL.M., New York University; M.A., New School for Social Research; J.S.D., New York University.

- Carl W. Vermeulen** (1966), *Associate Professor of Biology, Emeritus*, A.B., Hope College; M.S. and Ph.D., University of Illinois.
- Junius Ernest Warinner III** (1963), *Assistant Professor of Marine Science, Emeritus*, B.S. and M.A., College of William and Mary.
- William H. Warren** (1970), *R. Hillsdon Ryan Professor of Business Administration, Emeritus*, B.S., University of Richmond; M.S. and Ph.D., Purdue University.
- Kenneth L. Webb** (1965), *Chancellor Professor of Marine Science, Emeritus*, A.B., Antioch College; M.S. and Ph.D., Ohio State University.
- Robert H. Welch** (1970), *Professor of Modern Languages and Literatures, Emeritus*, A.B., Hampden-Sydney College; M.A. and Ph.D., University of Pennsylvania.
- Mildred Barrett West**, (1959), *Professor of Kinesiology, Emerita*, B.S., Georgia State College for Women; M.A., University of Maryland.
- Arthur B. White** (1974), *Ball Professor of Law, Emeritus*, A.B. and LL.B., Washburn College of Law.
- James P. Whyte, Jr.** (1958), *Professor of Law, Emeritus*, A.B., Bucknell University; M.A., Syracuse University; J.D., University of Colorado.
- John Alden Williams** (1988), *William R. Kenan Professor of Humanities and Professor of Religion, Emeritus*, B.A., University of Arkansas; M.A. and Ph.D., Princeton University.
- Stuart L. Williams** (1972), *Professor of Business Administration, Emeritus*, B.A., Yale University; Ph.D., Syracuse University.
- John H. Willis, Jr.** (1959), *Professor of English, Emeritus*, A.B., University of Virginia; M.A. and Ph.D., Columbia University.
- Frank J. Wojcik** (1965), *Assistant Professor of Marine Science, Emeritus*, B.S., University of Massachusetts; M.S., University of Alaska.
- Burton M. Woodward** (1969), *Associate Professor of Business Administration, Emeritus*, A.B., M.B.A. and Ph.D., University of Florida.
- James M. Yankovich** (1974), *Professor of Education Emeritus*, B.A., University of Richmond; M.Ed., University of Virginia; Ed.D., University of Michigan, Ann Arbor.
- Ahmed S. Zaki** (1980), *David L. Peebles Professor of Business Administration, Emeritus*, B.S, Cairo University; M.A., American University, Cairo; Ph.D., University of Washington.
-
- Ismail H. Abdalla** (1982), *Associate Professor of History*, B.A. and M.A., University of Khartoum; Ph.D., University of Wisconsin.
- Berhanu Abegaz** (1982), *Professor of Economics*, B.A., Princeton University; M.A. and Ph.D., University of Pennsylvania.
- Christopher J. Abelt** (1985), *Professor of Chemistry*, B.S., University of Wisconsin at Madison; Ph.D., University of California-Los Angeles.
- Nwando Achebe** (2002), *Assistant Professor of History*, B.A., University of Massachusetts; M.A. and Ph.D., University of California-Los Angeles.
- David P. Aday, Jr.** (1978), *Professor of Sociology*, B.A., Fort Hays State University; M.A., M.Phil. and Ph.D., University of Kansas.
- Prabhu K. Aggarwal** (1992), *Associate Professor of Business Administration*, B.Tech., Indian Institute of Technology; M.B.A. and Ph.D., University of Washington.
- Julie R. Agnew** (2001), *Visiting Assistant Professor of Business Administration*, B.A., College of William and Mary; Ph.D., Boston College.
- Peter A. Alces** (1991), *Rita Anne Rollins Professor of Law*, A.B., Lafayette College; J.D., University of Illinois College of Law.
- Standish K. Allen, Jr.** (1997), *Professor of Marine Science*, B.A., Franklin and Marshall College; M.S., University of Maine, Orono; Ph.D., University of Washington.
- Lizabeth Allison** (1997), *Associate Professor of Biology*, B.S. and M.S., University of Alaska; Ph.D., University of Washington.
- Brent B. Allred** (1999), *Assistant Professor of Business Administration*, B.S. and M.B.A., Brigham Young University; Ph.D., Pennsylvania State University.

- Iris C. Anderson** (1993), *Professor of Marine Science*, B.S., Colby College; S.M., Massachusetts Institute of Technology; Ph.D., Virginia Commonwealth University.
- Lisa R. Anderson** (1997), *Associate Professor of Economics*, B.S. and M.A., Virginia Commonwealth University; M.A. and Ph.D., University of Virginia.
- William R. Anderson** (1998), *Assistant Professor of Military Science*, B.S., North Dakota State University; M.A., Boston University.
- Anthony A. Anemone, Jr.** (1992), *Associate Professor of Modern Languages and Literatures*, B.A., Columbia University; M.A. and Ph.D., University of California-Berkeley.
- Robert B. Archibald** (1976), *Professor of Economics*, B.A., University of Arizona; M.S. and Ph.D., Purdue University.
- Thomas J. D. Armbrrecht** (2000), *Assistant Professor of Modern Languages and Literatures*, B.A., Middlebury College; M.A. and Ph.D., Brown University.
- David S. Armstrong** (1993), *Class of 1963 Associate Professor of Physics*, B.Sc., McGill University; M.Sc., Queen's University; Ph.D., University of British Columbia.
- James I. Armstrong** (1996), *Associate Professor of Music*, A.B., Princeton University, M.Mus. and A. Mus.D., University of Wisconsin-Madison.
- Jonathan F. Arries** (1995), *Associate Professor of Modern Languages and Literatures and University Professor for Teaching Excellence*, B.A., University of Wisconsin-Eau Claire; M.A. and Ph.D., University of Wisconsin-Madison.
- Jane Ashworth** (1992), *Lecturer in English*, B.A. and M.A., West Virginia University.
- Herbert M. Austin** (1977), *Professor of Marine Science*, B.S., Grove City College; M.S., University of Puerto Rico; Ph.D., Florida State University.
- Todd D. Averett** (1998), *Assistant Professor of Physics*, B.A., Arizona State University; Ph.D., University of Virginia.
- James Lewis Axtell** (1978), *William R. Kenan, Jr., Professor of History and Humanities*, B.A., Yale University; Ph.D., Cambridge University.
- Carey K. Bagdassarian** (1997), *Assistant Professor of Chemistry*, B.A. and M.S., New York University; Ph.D., University of California-Los Angeles.
- Christopher M. Bailey** (1996), *Associate Professor of Geology*, B.S., College of William and Mary; M.A. and Ph.D., Johns Hopkins University.
- Samuel H. Baker III** (1969), *Professor of Economics*, B.S., Hampden-Sydney College; Ph.D., University of Virginia.
- Christopher T. Ball** (1998), *Assistant Professor of Psychology*, B.Sc., University of Adelaide; B.A. and Ph.D., Flinders University.
- Robert Banker** (1998), *Instructor of Art and Art History*, B.F.A., Alfred University; M.F.A., University of Minnesota.
- Norman F. Barka** (1965), *Professor of Anthropology*, A.B., Beloit College; M.A. and Ph.D., Harvard University.
- Jayne W. Barnard** (1985), *James G. Cutler Professor of Law*, B.S., University of Illinois; J.D., University of Chicago.
- Thomas A. Barnard, Jr.** (1979), *Assistant Professor of Marine Science*, B.A., Milligan College; M.A., College of William and Mary.
- Elizabeth L. Barnes** (1997), *Associate Professor of English*, B.A., Westmont College; M.A. and Ph.D., University of California-Santa Barbara.
- William D. Barnes** (1975), *Professor of Art and Art History*, B.F.A., Drake University; M.F.A., University of Arizona.
- Robert C. Barnett** (1997), *Assistant Professor of Psychology*, B.A., University of Alberta; M.A., State University of New York at Binghamton; Ph.D., State University of New York at Binghamton.
- James R. Baron** (1971), *Associate Professor of Classical Studies*, A.B., Catholic University; M.A. and Ph.D., University of Minnesota.
- Jamie C. Bartlett** (1999), *Assistant Professor of Music*, A.B., Mount Holyoke; M.M., Eastman School of Music; A.Mus.D., University of Wisconsin-Madison.

- George M. Bass, Jr.** (1976), *Associate Professor of Education*, B.A., Yale University; Ph.D., University of Minnesota.
- Arnab K. Basu** (1998), *Assistant Professor of Economics*, B.Sc., University of Calcutta; M.A., University of Delhi; M.A. and Ph.D., Johns Hopkins University.
- James E. Bauer** (1994), *Associate Professor of Marine Science*, B.A., Boston University; M.S., State University of New York at Stony Brook; Ph.D., University of Maryland.
- Susan W. Bauer** (2001), *Visiting Instructor of English*, B.A., Liberty University; M.Div.; Westminster Theological Seminary; M.A., College of William and Mary.
- Donald J. Baxter** (1967), *Associate Professor of Government*, A.B., California State University; M.A. and Ph.D., Syracuse University.
- Alison I. Beach** (2001), *Assistant Professor of Religion*, B.A., Smith College; M.A., M.Phil., and Ph.D., Columbia University.
- Deborah C. Bebout** (1993), *Associate Professor of Chemistry*, B.S., Harvey Mudd College; Ph.D., Cornell University.
- Ruth A. Beck** (1969), *Associate Professor of Biology*, A.B., Radford College; M.Ed., University of Virginia.
- Lawrence S. Beckhouse** (1968), *Associate Professor of Sociology*, A.B., Knox College; M.A. and Ph.D., Vanderbilt University.
- James W. Beers** (1977), *Professor of Education*, B.A., Johns Hopkins University; M.A. and Ph.D., University of Virginia.
- Varun A. Begley** (1999), *Assistant Professor of English*, B.A., Washington University; M.A. and Ph.D., Cornell University.
- Wendy Bellion** (2002), *Visiting NEH Fellow, Omohundro Institute of Early American History and Culture*, B.A., Wesleyan University; M.A. and Ph.D., Northwestern University.
- Matthew W. Berry** (2002), *Visiting Assistant Professor of Law*, A.B., Dartmouth College; J.D., Yale University.
- James A. Bill** (1987), *Wendy and Emery Reves Professor of International Studies, Professor of Government and Director of Reves Center, Emeritus*, A.B., Assumption College; M.A., Pennsylvania State University; M.A. and Ph.D., Princeton University.
- Michael L. Blakey** (2001), *NEH Professor of Anthropology and American Studies*, B.A., Howard University; M.A. and Ph.D., University of Massachusetts-Amherst.
- Paula Blank** (1992), *Associate Professor of English*, B.A., Wesleyan University; A.M. and Ph.D., Harvard University.
- Jerry H. Bledsoe** (1971), *Professor of Theatre, Speech, and Dance*, A.B., University of Colorado; M.A., University of California-Los Angeles; Ph.D., Purdue University.
- Brian W. Blouet** (1989), *Fred Huby Professor of Geography and International Education*, B.A. and Ph.D., University of Hull.
- Jesse Pieter Bohl** (1972), *Associate Professor of Philosophy*, A.B., Rutgers University; M.A. and Ph.D., Brown University.
- Vladimir Bolotnikov** (1998), *Visiting Assistant Professor of Mathematics*, B.S. and M.S., Kharkov State University; Ph.D., Ben-Gurion University.
- Audra L. Boone** (2002), *Assistant Professor of Business Administration*, B.S., University of Kansas.
- Tonya Boone** (1999), *Assistant Professor of Business Administration*, B.A., University of Kansas; M.B.A., College of William and Mary; Ph.D., University of North Carolina at Chapel Hill.
- Sanjeev K. Bordoloi** (1998), *Assistant Professor of Business Administration*, B.S., Institute of Technology, BHU; M.B.A., Xavier Labour Research Institute; Ph.D., University of Texas at Austin.
- John F. Boschen** (1988), *Brinkley-Mason Professor of Business Administration*, B.S., University of North Carolina at Chapel Hill; M.A., University of Delaware; Ph.D., Brown University.
- Paul S. Boyer** (2002), *Visiting James Pinckney Harrison Professor of History*, A.B., M.A., and Ph.D. Harvard University.
- Christine M. Boyland** (1998), *Visiting Instructor of Modern Languages and Literatures*, B.A., Brown University; M.A. and M.Phil., Yale University.
- Bruce A. Bracken** (2000), *Professor of Education*, B.S., College of Charleston; M.A. and Ph.D., University of Georgia.

- Eric L. Bradley** (1971), *Professor of Biology*, A.B., San Fernando Valley State College; Ph.D., University of California-Santa Barbara.
- Kathleen J. Bragdon** (1990), *Professor of Anthropology*, B.A., Cornell University; M.A. and Ph.D., Brown University.
- William A. Branch** (2001), *Assistant Professor of Economics*, B.A., College of William and Mary; M.S., Golden Gate University.
- Joanne M. Braxton** (1980), *Frances L. and Edwin L. Cummings Professor of English and the Humanities*, B.A., Sarah Lawrence College; M.A. and Ph.D., Yale University.
- Sharon T. Broadwater** (1988), *Associate Professor of Biology*, B.A., University of Kentucky; M.A. and Ph.D., College of William and Mary.
- Deborah A. Bronk** (2000), *Associate Professor of Marine Science*, B.S., University of Miami; Ph.D., University of Maryland.
- Albert Bronstein** (2002), *Visiting Assistant Professor of Mathematics*, B.A., Cornell University; M.A., Indiana University; Ph.D., University of Kentucky.
- Chandos Brown** (1988), *Associate Professor of History and American Studies*, B.S., University of New Mexico; M.A. and Ph.D., Harvard University.
- John M. Brubaker** (1983), *Associate Professor of Marine Science*, A.B., Miami University; Ph.D., Oregon State University.
- Herrington J. Bryce** (1986), *Life of Virginia Professor of Business Administration*, B.A., Mankato State University; Ph.D., Syracuse University.
- Carla O. Buck** (1986), *Associate Professor of Modern Languages and Literatures*, B.A., University of Missouri; M.A. and Ph.D., University of Kansas.
- Joshua A. Burk** (2002), *Assistant Professor of Psychology*, B.S., University of California-Davis; M.A. and Ph.D., University of New Hampshire.
- Christy L. Burns** (1992), *Associate Professor of English*, A.B., Cornell University; Ph.D., Johns Hopkins University.
- Eugene M. Burreson** (1977), *Professor of Marine Science*, B.A., Eastern Oregon College; M.S. and Ph.D., Oregon State University.
- Lynda L. Butler** (1979), *Chancellor Professor of Law*, B.S., College of William and Mary; J.D., University of Virginia.
- Marion K. Callahan** (2001), *Assistant Professor of Military Science*, B.S., Morehead State University; M.S., Auburn University.
- Bruce B. Campbell** (1999), *Assistant Professor of Modern Languages and Literatures*, B.A., Bowdoin College; M.A. and Ph.D., University of Wisconsin.
- Donald E. Campbell** (1989), *CSX Professor of Economics and Public Policy*, B.A., Queens University; Ph.D., Princeton University.
- Craig N. Canning** (1973), *Associate Professor of History*, A.B., University of Utah; M.A. and Ph.D., Stanford University.
- Elizabeth A. Canuel** (1993), *Class of 1964 Associate Professor of Marine Science*, B.S., Stonehill College; Ph.D., University of North Carolina at Chapel Hill.
- Lan Cao** (2000), *Cabell Research Professor of Law*, B.A., Mount Holyoke College; Ph.D., Yale Law School.
- Gregory M. Capelli** (1974), *Associate Professor of Biology*, B.S., St. Louis University; M.S. and Ph.D., University of Wisconsin.
- Lawrence S. Cardman** (1993), *CEBAF Professor of Physics*, B.A. and Ph.D., Yale University.
- Roger D. Carlini** (1987), *CEBAF Associate Professor of Physics*, B.S., Illinois Institute of Technology; M.S. and Ph.D., University of New Mexico.
- Carl E. Carlson** (1972), *Class of 1962 Professor of Physics*, A.B. and Ph.D., Columbia University.
- Christopher D. Carone** (1997), *Assistant Professor of Physics*, S.B., Massachusetts Institute of Technology; A.M., and Ph.D., Harvard University.
- Jonathan A. Carter** (2000), *Instructor of Kinesiology*, B.A., College of William and Mary, M.S. Illinois State University.
- Martha A. Case** (1994), *Associate Professor of Biology*, B.S. and Ph.D., Michigan State University

- Francie Cate-Arries** (1986), *Associate Professor of Modern Languages and Literatures*, A.B. and M.A., University of Georgia; Ph.D., University of Wisconsin-Madison.
- Jan L. Chaloupka** (2002), *Assistant Professor of Physics*, B.S., University of Washington; M.A. and Ph.D., University of Rochester.
- Randolph M. Chambers** (2000), *Associate Professor of Biology and Marine Science and Director of the Keck Environmental Field Laboratory*, B.A., Gettysburg College; M.S., University of Amherst; Ph.D., University of Virginia.
- Roy L. Champion** (1967), *Chancellor Professor of Physics*, B.S. and M.S., North Carolina State University; Ph.D., University of Florida.
- Dorothy A. Chansky** (2000), *Assistant Professor of Theatre, Speech and Dance*, A.B., Smith College; M.A., The Catholic University of America; Ph.D., New York University.
- Miles L. Chappell** (1971), *Chancellor Professor of Art and Art History*, B.S., College of William and Mary; Ph.D., University of North Carolina at Chapel Hill.
- John M. Charles** (1980), *Professor of Kinesiology*, M.S., Henderson State College; Ed.D., University of Oregon.
- Kelly M. Charles** (1992), *Instructor of Kinesiology*, B.S., Springfield College; M.A., University of South Florida; Ed.S., College of William and Mary.
- Tun-jen Cheng** (1992), *Professor of Government*, B.A., National Taiwan University; M.A., University of Waterloo; Ph.D., University of California-Berkeley.
- Driss Cherakoui** (1996), *Assistant Professor of Modern Languages and Literatures*, M.A., and Ph.D., La Nouvelle Sorbonne.
- Nikos Chrisochoides** (2000), *Associate Professor of Computer Science*, B.S., Aristotle University; M.S. and Ph.D., Purdue University.
- Mark E. Chittenden, Jr.** (1984), *Professor of Marine Science*, B.A., Hobart College; M.S. and Ph.D., Rutgers University.
- Fu-Lin E. Chu** (1983), *Professor of Marine Science*, B.S., Chung Chi College; M.S., University of Rochester; Ph.D., College of William and Mary.
- Ratana Chuenpagdee** (2000), *Assistant Professor of Marine Science*, B.S., Chulalongkorn University; M.S., Michigan State University; M.S., University of North Wales; Ph.D., University of British Columbia.
- Gianfranco Ciardo** (1992), *Professor of Computer Science*, B.S., Università di Torino; Ph.D., Duke University.
- Clayton M. Clemens** (1985), *Professor of Government*, B.A., College of William and Mary; M.A. and Ph.D., Tufts University.
- Adam S. Cohen** (2000), *Visiting Assistant Professor of Art and Art History*, B.A., Columbia University; M.A. and Ph.D., Johns Hopkins University.
- Lewis Cohen** (1987), *Professor of Art and Art History*, M.F.A., Claremont Graduate School and University Center.
- Dorothy P. Coleman** (1990), *Associate Professor of Philosophy*, B.A. and M.A., Northern Illinois University; Ph.D., Pennsylvania State University.
- Randolph A. Coleman** (1970), *Associate Professor of Chemistry*, A.B., Susquehanna University; Ph.D., Purdue University.
- Michael Como** (1999), *Assistant Professor of Religion and International Studies*, B.A., Harvard University; M.T.S., Harvard Divinity School; Ph.D. Stanford University.
- John W. Conlee** (1968), *Professor of English*, A.B., University of Southern California; M.A. and Ph.D., University of Illinois.
- William E. Cooke** (1995), *Professor of Physics*, B.S., College of William and Mary; Ph.D., Massachusetts Institute of Technology.
- André M. Cooper** (1996), *Visiting Assistant Professor of English*, B.A., Universität München; B.A., University of Rochester; M.A., M.Phil and Ph.D., Yale University.
- David W. Coppit** (2002), *Instructor of Computer Science*, B.S., University of Mississippi; M.S., University of Virginia.
- Timothy M. Costello** (2001), *Assistant Professor of Philosophy*, B.S., Victoria University; Ph.D., Emory University.

- Glenn Ellis Coven, Jr.** (1983), *Mills E. Godwin Professor of Law*, B.A., Swarthmore College; LL.B., Columbia University.
- Edward P. Crapol** (1967), *William E. Pullen Professor of American History*, B.S., State University of New York at Buffalo; M.S. and Ph.D., University of Wisconsin.
- Daniel A. Cristol** (1996), *Associate Professor of Biology*, B.S., Cornell University; Ph.D., Indiana University-Bloomington.
- Wagih G. Dafashy** (1965), *Professor of Business Administration*, B. Com., Ein Shams University; M.B.A., University of Texas; Ph.D., University of Arkansas.
- Philip H. Daileader** (1999), *Assistant Professor of History*, B.A., Johns Hopkins University; M.A. and Ph.D., Harvard University.
- Michael A. Daise** (2001), *Assistant Professor of Religion*, B.A., Drew University; M.Div, Philadelphia Theological Seminary; Th.M. and Ph.D., Princeton Theological Seminary.
- Troy A. Davig** (2002), *Instructor of Economics*, B.A, University of Colorado.
- Paul S. Davis** (1994), *Associate Professor of Philosophy*, B.A., St. Olaf College; M.A., University of Wisconsin at Madison; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Marlene B. Davis** (1992), *Lecturer in English*, B.S., University of Oregon; M.S., University of Virginia.
- Norma Day-Vines** (1996), *Assistant Professor of Education*, B.A., University of North Carolina at Chapel Hill; M.Ed. and Ph.D., North Carolina State University.
- Constance DeFotis** (2002), *Visiting Assistant Professor of Music*, B.A. and M.M., University of Illinois at Urbana; D.M.A., University of Cincinnati.
- Gary C. DeFotis** (1980), *Garrett-Guy-Robb Professor of Chemistry*, B.S., University of Illinois; Ph.D., University of Chicago.
- Sharon H. deFur** (1998), *Associate Professor of Education*, B.A., College of William and Mary; M.Ed., Loyola College; Ed.D., George Washington University.
- Maximilian de Gaynesford** (2002), *Assistant Professor of Philosophy*, B.A., Balliol College, University of Oxford; M.A., University of Kent; Ph.D., University of Reading.
- Laura Deiulio** (2002), *Visiting Assistant Professor of Modern Languages and Literatures*, A.B., Washington University; M.A. and Ph.D., Princeton University.
- John B. Delos** (1971), *Professor of Physics*, B.S., University of Michigan; Ph.D., Massachusetts Institute of Technology.
- Michael R. Deschenes** (1995), *Associate Professor of Kinesiology*, B.S., University of Maine; M.A. and Ph.D., University of Connecticut.
- David A. Dessler** (1984), *Associate Professor of Government*, B.A., University of Oklahoma; M.A. and Ph.D., Johns Hopkins University.
- Neal E. Devins** (1987), *Professor of Law*, A.B., Georgetown University; J.D., Vanderbilt University.
- Robert J. Diaz** (1977), *Professor of Marine Science*, B.A., LaSalle College; M.S. and Ph.D., University of Virginia; D.H.C., Goteborg University, Sweden.
- A. Mechele Dickerson** (1995), *Professor of Law*, B.A., Radcliffe; J.D., Harvard University.
- Rebecca M. Dickhut** (1988), *Associate Professor of Marine Science*, B.S., St. Norbert College; M.S. and Ph.D., University of Wisconsin.
- Rachel Dinitto** (2000), *Assistant Professor of Modern Languages and Literatures*, B.A., University of Pennsylvania; M.A. and Ph. D., University of Washington.
- Michael F. DiPaola** (1998), *Associate Professor of Education*, B.A., College of William and Mary; M.A., Montclair State College; M.Ed., William Paterson College; Ed.D., Rutgers University.
- John F. Donahue** (1998), *Assistant Professor of Classical Studies*, A.B., College of the Holy Cross; M.A., Teacher's College, Columbia University; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Susan V. Donaldson** (1985), *National Endowment for the Humanities Professor of English*, A.B., University of North Carolina at Chapel Hill; M.A. and Ph.D., Brown University.
- Davison M. Douglas** (1990), *Arthur Briggs Hanson Professor of Law*, A.B., Princeton University; M.A., M.Phil., LL.B. and Ph.D., Yale University.
- Randall Drake** (1998), *Instructor of Kinesiology*, B.S. Ed., State University of New York.

- John H. Drew** (1970), *Professor of Mathematics*, B.S., Case Institute of Technology; Ph.D., University of Minnesota.
- Hugh William Ducklow** (1994), *Loretta and Lewis Glucksman Professor of Marine Science*, A.B., Harvard College; A.M. and Ph.D., Harvard University.
- J. Emmett Duffy** (1993), *Associate Professor of Marine Science*, B.S., Spring Hill College; M.S., University of Maine at Orono; Ph.D., University of North Carolina at Chapel Hill.
- John F. Duffy** (2000), *Professor of Law*, A.B., Harvard College; J.D., University of Chicago Law School.
- William D. DuPaul** (1977), *Professor of Marine Science*, B.S., Bridgewater State College; M.A. and Ph.D., College of William and Mary.
- James G. Dwyer** (2000), *Associate Professor of Law*, B.A., Boston College; J.D., Yale Law School; Ph.D., Stanford University.
- Henry V. Dyson** (2002), *Visiting Instructor of Philosophy*, B.A., University of Tennessee at Chattanooga; M.A., Emory University.
- Morton Eckhause** (1964), *Professor of Physics*, A.B., New York University; M.S. and Ph.D., Carnegie Institute of Technology.
- John C. Eisele** (1994), *Associate Professor of Modern Languages and Literatures*, B.A., M.A. and Ph.D., University of Chicago.
- Laura W. Ekstrom** (1998), *Robert F. and Sara M. Boyd Associate Professor of Philosophy*, B.A., Stanford University; M.A. and Ph.D., University of Arizona.
- Melvin P. Ely** (1995), *Professor of History*, A.B., M.A. and Ph.D., Princeton University; M.A., University of Texas at Austin.
- C. Lawrence Evans** (1987), *Professor of Government*, B.A., Kenyon College; M.A., University of Virginia; Ph.D., University of Rochester.
- David A. Evans** (1979), *Associate Professor of Marine Science*, B.A. and M.A., Cambridge University; Ph.D., Oxford University.
- Judith Ewell** (1971), *Newton Family Professor of History*, A.B., Duke University; Ph.D., University of New Mexico.
- Norman J. Fashing** (1973), *Professor of Biology*, A.B. and M.A., California State University-Chico; Ph.D., University of Kansas.
- Maryse Fauvel** (1992), *Associate Professor of Modern Languages and Literatures*, M.A. and Ph.D., University of Wisconsin-Madison.
- P. Geoffrey Feiss** (1997), *Dean of the Faculty of Arts and Sciences and Professor of Geology*, A.B., Princeton University; M.A. and Ph.D., Harvard University.
- Gregory J. Feist** (1995), *Associate Professor of Psychology*, B.A., University of Massachusetts; Ph.D., University of California-Berkeley.
- David H. Feldman** (1988), *Professor of Economics*, A.B., Kenyon College; M.A. and Ph.D., Duke University.
- Walter S. Felton, Jr.** (1982), *Assistant Professor of Law*, B.A., and J.D., University of Richmond.
- Merry A. Feyock** (1998), *Visiting Instructor of Modern Languages and Literatures*, B.A., Colorado College; M.A., University of Colorado at Boulder.
- Stefan Feyock** (1978), *Associate Professor of Computer Science*, B.A., Colorado College; M.S., University of Kansas; M.S. and Ph.D., University of Wisconsin.
- David H. Finifter** (1973), *Professor of Economics*, B.S., Loyola College, Baltimore; M.A. and Ph.D., University of Pittsburgh.
- John M. Finn** (1985), *Professor of Physics*, B.S., Lamar University; M.S. and Ph.D., Catholic University.
- Dorothy E. Finnegan** (1993), *Associate Professor of Education*, B.A., William Penn College; M.A., Ball State University; D.A., Western Colorado University; Ph.D., Pennsylvania State University.
- William H. Fisher** (1993), *Associate Professor of Anthropology*, B.A., Boston University; M.A. and Ph.D., Cornell University.
- Maureen Fitzgerald** (1998), *Assistant Professor of Religion and American Studies*, B.A., Dickinson College; M.A. and Ph.D., University of Wisconsin-Madison.
- Richard G. Flood** (1976), *Associate Professor of Business Administration*, B.S., Indiana University; Ph.D., University of Florida.

- Mark H. Forsyth** (2000), *Assistant Professor of Biology*, B.A., University of Maine; Ph.D., University of Connecticut.
- Victoria Ann Foster** (1992), *Associate Professor of Education*, B.A. and M.A., University of Alabama; Ed.D., North Carolina State University.
- John D. Foubert** (2002), *Assistant Professor of Education*, B.A., College of William and Mary; M.A., University of Richmond; Ph.D., University of Maryland, College Park.
- Mark Fowler** (1977), *Associate Professor of Philosophy*, B.A. and M.A., California State University; Ph.D., Princeton University.
- Michael C. Freeman** (1989), *Assistant Professor of Military Science*, B.A., Presbyterian College; M.A., Central Michigan University.
- Carl T. Friedrichs** (1993), *Class of 1964 Associate Professor of Marine Science*, B.A., Amherst College; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution.
- Alan E. Fuchs** (1969), *Professor of Philosophy*, B.S., Massachusetts Institute of Technology; M.A. and Ph.D., Harvard University.
- Robert S. Fudge** (2001), *Visiting Assistant Professor of Philosophy*, B.A. and M.A., Colorado State University; Ph.D., Syracuse University.
- Julie Galambush** (1993), *Associate Professor of Religion*, B.A., Yale University; M. Div., Yale Divinity School; Ph.D., Emory University.
- Joseph Galano** (1977), *Associate Professor of Psychology*, B.S., St. Francis College; M.S., New Mexico Highland University; Ph.D., Bowling Green State University.
- Ram Kumar Ganeshan** (2000), *Assistant Professor of Business Administration*, B.S., Birla Institute of Technology and Science; M.S., University of North Carolina at Chapel Hill; Ph.D., Pennsylvania State University.
- Christopher R. Gareis** (2001), *Assistant Professor of Education*, B.A., Washington and Lee University; M.A.Ed., Ed.S., and Ed.D., College of William and Mary.
- Joan S. Gavaler** (1994), *Associate Professor of Theatre, Speech, and Dance*, B.A., College of William and Mary; M.A., Ohio State University.
- William T. Geary** (1978), *Associate Professor of Business Administration*, B.S. and M.A.S., University of Illinois; Ph.D., Northwestern University.
- Alex D. Geisinger** (2002), *Visiting Professor of Law*, B.A., Franklin and Marshall College; J.D., University of Connecticut; LL.M., Harvard University.
- Michael J. Gerhardt** (1998), *Arthur Briggs Hanson Professor of Law*, B.A., Yale University; M.Sc., London School of Economics; J.D., University of Chicago School of Law.
- Jeffrey R. Gerlach** (2001), *Assistant Professor of Economics*, B.A., University of Notre Dame; M.A., University of South Carolina.
- Ronald N. Giese** (1974), *Professor of Education*, B.S., State University of New York at Buffalo; M.S. and Ed.D., Temple University.
- George W. Gilchrist** (2002), *Assistant Professor of Biology*, B.Sc., Arizona State University; Sc.M., Brown University; Ph.D., University of Washington.
- John B. Gilmour** (1995), *Associate Professor of Government*, A.B., Oberlin College; M.A., University of Virginia; Ph.D., University of California-Berkeley.
- Bella Ginzbursky-Blum** (1992), *Instructor of Modern Languages and Literatures*, B.A. and M.A., State University of New York at Stony Brook.
- Iria Giuffrida** (2002), *Visiting Assistant Professor of Law*, LL.B., Queen Mary and Westfield College; LL.M., College of William and Mary.
- Parke Godfrey** (2001), *Assistant Professor of Computer Science*, B.S., University of North Carolina at Chapel Hill; M.S., Georgia Institute of Technology; Ph.D., University of Maryland.
- Alan H. Goldman** (2002), *William R. Kenan, Jr., Professor of Humanities and Professor of Philosophy*, B.A., Yale University; Ph.D., Columbia University.
- Christopher Grasso** (1999), *Associate Professor of History*, B.A. and M.A., Southern Connecticut State University; M.A. and Ph.D., Yale University.
- John E. Graves** (1990), *Professor of Marine Science and Associate Professor of Biology*, B.A., University of California-San Diego; Ph.D., Scripps Institution, University of California-San Diego.

- Elizabeth Kelly Gray** (2002), *Visiting Instructor of History*, A.B., Bryn Mawr College; M.A., College of William and Mary.
- Nancy Gray** (1994), *Associate Professor of English and Women's Studies*, B.A. and M.Ed., Idaho State University; M.A. and Ph.D., University of Washington.
- George W. Grayson** (1968), *Class of 1938 Professor of Government*, A.B., University of North Carolina; M.A. and Ph.D., Johns Hopkins University; J.D., College of William and Mary.
- Gary L. Green** (2001), *Visiting Hunt-Scammon Artist in Residence in Theatre, Speech and Dance*, B.M.E., Pittsburgh State University; M.A., University of Northern Iowa.
- George D. Greenia** (1982), *Professor of Modern Languages and Literatures*, A.B., Marquette University; M.A. and Ph.D., University of Michigan.
- Charles F. Gressard** (1993), *Associate Professor of Education*, B.A., Wittenberg University; M.Ed., Kent State University; Ph.D., University of Iowa.
- John D. Griffin** (1999), *Assistant Professor of Biology*, B.S. University of North Carolina at Wilmington; M.S. and Ph.D., Ohio State University.
- Keith A. Griffioen** (1993), *Professor of Physics*, B.A., Calvin College; Ph.D., Stanford University.
- Robert A. Gross** (1988), *Forrest D. Murden, Jr., Professor of American Studies and History*, B.A., University of Pennsylvania; M.A. and Ph.D., Columbia University.
- Susan S. Grover** (1988), *Associate Professor of Law*; A.B., Hollins College; J.D., Georgetown University.
- Grey Gundaker** (1993), *Associate Professor of Anthropology and American Studies*, B.A., Bennington College; M.F.A., East Tennessee University; Ed.M. and Ed.D., Columbia University; M.Phil. and Ph.D., Yale University.
- Beatrice M. Guenther** (1990), *Associate Professor of Modern Languages and Literatures*, B.A., University of Toronto; Ph.D., Princeton University.
- Hector H. Guerrero** (1990), *Associate Professor of Business Administration*, B.S. and M.B.A., University of Texas at Austin; Ph.D., University of Washington.
- Daniel Gutwein** (1985), *Associate Professor of Music*, B.Mus., Wright State University; M.Mus. and D.M.A., University of Cincinnati.
- Leonard W. Haas** (1977), *Associate Professor of Marine Science*, A.B., Dartmouth College; M.S., University of Rhode Island; Ph.D., College of William and Mary.
- Suzanne Hagedorn** (1997), *Associate Professor of English*, A.B., Princeton University; M.A. and Ph.D., Cornell University.
- Cindy Hahamovitch** (1993), *Associate Professor of History*, B.A., Rollins College; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- Robert C. Hale** (1987), *Professor of Marine Science*, B.S., Wayne State University; Ph.D., College of William and Mary.
- Evelyn G. Hall** (1999), *Associate Professor of Kinesiology*, B.S., College of William and Mary; M.Ed., James Madison University; Ed. D., University of Virginia.
- James R. Haltiner** (1976), *Professor of Business Administration*, B.A., M.B.A., and D.B.A., University of Virginia.
- Tomoko Hamada** (1988), *Professor of Anthropology*, B.A., Vassar College; M.A., Keio University; Ph.D., University of California-Berkeley.
- Gregory S. Hancock** (1998), *Assistant Professor of Geology*, B.A., Middlebury College; M.S. and Ph.D., University of California-Santa Cruz.
- Robert D. Hannafin** (1997), *Class of 1963 Associate Professor of Education*, B.S., St. Francis College; M.B.A., Fordham University; Ph.D., Arizona State University.
- James P. Hansen** (2000), *Assistant Professor of Theatre, Speech, and Dance*, B.A., University of Iowa; M.F.A., University of Illinois at Urbana-Champaign.
- Elizabeth J. Harbron** (2002), *Assistant Professor of Chemistry*, B.A., Grinnell College; Ph.D., University of North Carolina at Chapel Hill.
- I. Trotter Hardy, Jr.** (1982), *Professor of Law*, B.A., University of Virginia; M.S., American University; J.D., Duke University.

- Courtney K. Harris** (2001), *Assistant Professor Marine Science*, B.S., M.S. and Ph.D., University of Virginia; M.S., University of California-Berkeley.
- George W. Harris** (1981), *Chancellor Professor of Philosophy*, B.A. and M.A., Baylor University; Ph.D., University of Texas.
- James F. Harris** (1974), *Francis S. Haserot Professor of Philosophy*, A.B. and M.A., University of Georgia; Ph.D., Vanderbilt University.
- Judith B. Harris** (2002), *Robert D. and Patricia Lee Pavey Chair in Instructional Technology and Professor of Education*, B.A., University of Pennsylvania; M.Ed., Beaver College; Ph.D., University of Virginia.
- Henry W. Hart** (1986), *Mildred and J.B. Hickman Professor of English and Humanities*, A.B., Dartmouth College; D.Phil., Oxford University.
- Roberta Hatcher** (1999), *Assistant Professor of Modern Languages and Literatures*, B.A., University of Minnesota; M.A. and Ph.D., University of Wisconsin-Madison.
- Donald W. Hatfield** (2001), *Visiting Assistant Professor of Anthropology*, B.A., Washington and Lee University; M.A. and Ph.D., University of Chicago.
- Clyde A. Haulman** (1969), *Professor of Economics*, A.B., M.S. and Ph.D., Florida State University.
- William J. Hausman** (1981), *Chancellor Professor of Economics*, A.B., College of William and Mary; M.A. and Ph.D., University of Illinois.
- William H. Hawthorne** (1976), *Associate Professor of Business Administration*, B.S., Virginia Polytechnic Institute and State University; M.S. and Ph.D., University of Tennessee.
- Steven M. Haynie** (1970), *Assistant Professor of Kinesiology*, B.S., Northwestern State College; M.S., University of Tennessee.
- Thomas L. Heacox** (1970), *Associate Professor of English*, A.B., Pennsylvania State University; M.A. and Ph.D., Johns Hopkins University.
- Paul D. Heideman** (1994), *Associate Professor of Biology and University Professor for Teaching Excellence*, B.A., Central College; M.S. and Ph.D., University of Michigan.
- James S. Heller** (1988), *Professor of Law*, B.A., University of Michigan; M.L.S., University of California-Berkeley; J.D., University of San Diego.
- Carlton H. Hershner, Jr.** (1978), *Associate Professor of Marine Science*, B.S., Bucknell University; Ph.D., University of Virginia.
- Ronald L. Hess, Jr.** (2001), *Assistant Professor of Business Administration*, B.A., James Madison University; M.B.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
- Deborah A. Hewitt** (2000), *Visiting Assistant Professor of Business Administration*, B.A., College of William and Mary; Ph.D., Duke University.
- Robert L. Hicks** (2000), *Assistant Professor of Economics*, B.A., North Carolina State University; Ph.D., University of Maryland.
- Mark K. Hinders** (1993) *Associate Professor of Applied Science*, B.S., M.S. and Ph.D., Boston University.
- Robert J. Hinkle** (1996), *Associate Professor of Chemistry*, A.B., Bowdoin College; Ph.D., University of Utah.
- Dale E. Hoak** (1975), *Chancellor Professor of History*, B.A., College of Wooster; M.A., University of Pittsburgh; Ph.D., Cambridge University.
- Gina L. Hoatson** (1986), *Professor of Physics*, B.S. and Ph.D., University of East Anglia.
- Carl H. Hobbs, III** (1975), *Associate Professor of Marine Science*, B.S., Union College; M.S., University of Massachusetts; Ph.D., University of Mississippi.
- Stanton F. Hoegerman** (1976), *Associate Professor of Biology*, B.S., Cornell University; M.S. and Ph.D., North Carolina State University.
- John M. Hoenig** (1997), *Professor of Marine Science*, B.S., Cornell University; M.S. and Ph.D., University of Rhode Island.
- Ronald Hoffman** (1992), *Professor of History*, B.A., George Peabody College; M.A. and Ph.D., University of Wisconsin.
- Steven E. Holliday** (1995), *Associate Professor of Theatre, Speech, and Dance*, B.A., University of Chicago; M.A., Northwestern University; M.F.A., New York University.
- Brian C. Holloway** (1998), *Assistant Professor of Applied Science*, B.S., University of Florida; Ph.D., Stanford University.

- Victor Holman** (1999), *Professor of Military Science*, B.A., Syracuse University; M.S.A., Central Michigan University; M.M.S., U.S. Army Command and General Staff College.
- David L. Holmes, Jr.** (1965), *Professor of Religion*, A.B., Michigan State University; M.A., Columbia University; M.A. and Ph.D., Princeton University.
- William K. Holstein** (1999), *Visiting Hillsdon Ryan Professor of Business Administration*, B.C.E., Rensselaer Polytechnic Institute; M.S. and Ph.D., Purdue University.
- Lu Ann Homza** (1992), *Associate Professor of History*, B.A., Scripps College; M.A. and Ph.D., University of Chicago.
- Audrey J. Horning** (2002), *Assistant Professor of Anthropology*, B.A. College of William and Mary; M.A. and Ph.D., University of Chicago.
- Martha M. Houle** (1983), *Professor of Modern Languages and Literatures*, B.A., M.A. and Ph.D., University of California-San Diego.
- Christopher D. Howard** (1993), *David D. and Carolyn B. Wakefield Associate Professor of Government*, B.A., Duke University; M.S. and Ph.D., Massachusetts Institute of Technology.
- Pamela S. Hunt** (1997), *Associate Professor of Psychology*, B.A., Framingham State College; M.A. and Ph.D., State University of New York.
- William E. Hutton** (1997), *Assistant Professor of Classical Studies*, B.A., Pennsylvania State University; M.A. and Ph.D., University of Texas at Austin.
- Richard M. Hynes** (2000), *Assistant Professor of Law*, B.S.F.S., Georgetown University; J.D., University of Chicago; Ph.D., University of Pennsylvania.
- Ellen J. Ingmanson** (2002), *Visiting Assistant Professor of Anthropology*, B.A., University of Colorado at Boulder; M.A. and Ph.D., University of Oregon.
- Rhys L. Isaac** (2002), *Visiting Distinguished Professor of Early American History in the National Institute of American History and Democracy*, B.A., University of Cape Town; B.A., University of Oxford.
- Marlene K. Jack** (1974), *Professor of Art and Art History*, A.B., Knox College; M.F.A., University of Minnesota.
- David A. Jaeger** (2001), *Associate Professor of Economics*, B.A., Williams College; M.A. and Ph.D., University of Michigan.
- Mariann Jelinek** (1989), *Richard C. Kraemer Professor of Business Administration*, A.B., M.A. and Ph.D., University of California-Berkeley; D.B.A., Harvard University.
- Eric R. Jensen** (1982), *Professor of Economics*, B.B.A., University of Miami; M.A. and Ph.D., University of Michigan.
- Xiaobin Jian** (1990), *Associate Professor of Modern Languages and Literatures*, B.A., Jinan University; M.A. and Ph.D., Ohio State University.
- C. Denise Johnson** (2000), *Assistant Professor of Education*, B.S., Kansas State University; M.Ed., University of Texas at Tyler; Ed.D., University of Memphis.
- Charles R. Johnson** (1987), *Class of 1961 Professor of Mathematics*, B.A., Northwestern University; Ph.D., California Institute of Technology.
- Dana T. Johnson** (1999), *Visiting Lecturer in Mathematics*, B.A., Northwestern University; M.Ed., University of Maryland.
- Philip A. Johnson** (1998) *Visiting Assistant Professor of Business Administration*, B.A., Yale University; M.S., Ohio State University; M.S. and Ph.D., Rutgers University.
- Denise M. Jones** (2000), *Assistant Professor of Business Administration*, B.S.B.A., Bryant College; M.B.A., University of Colorado, Denver; Ph.D., University of Colorado, Boulder.
- Kelly A. Joyce** (2002), *Assistant Professor of Sociology*, B.A., Brown University; Ph.D., Boston College.
- Simon P. Joyce** (2002), *Associate Professor of English*, B.A. and M.A., University of Sussex, Great Britain; Ph.D., State University of New York at Buffalo.
- Stephen L. Kaattari** (1993), *CSX Professor of Marine Science*, B.S. and Ph.D., University of California-Davis.
- Eric Kades** (2001), *Professor of Law*, B.A. and J.D., Yale University.
- Kenneth W. Kambis** (1986), *Associate Professor of Kinesiology*, A.B., Catawba College; M.A. and Ph.D., University of North Carolina at Chapel Hill.
- John Robert Kane** (1964), *Professor of Physics*, B.S., Loyola College; M.S. and Ph.D., Carnegie Institute of Technology.

- Tomoko Kato** (2000), *Visiting Instructor of Modern Languages and Literatures*, B.A., Kwansai Gakuin University; M.A., Pennsylvania State University.
- Howard Ira Kator** (1975), *Associate Professor of Marine Science*, B.A., Harpur College; Ph.D., Florida State University.
- John Philip Kearns** (1986), *Associate Professor of Computer Science*, B.S., M.C.S. and Ph.D., University of Virginia.
- Michael J. Kelley** (1998), *Professor of Applied Science*, B.S. and Ph.D., Rensselaer Polytechnic Institute.
- Gigi Kelly** (1995), *Assistant Professor of Business Administration*, B.B.A., James Madison University; M.B.A., Old Dominion University; Ph.D., University of Georgia.
- Colleen Kennedy** (1988), *Associate Professor of English*, B.A., University of Texas; M.A. and Ph.D., University of California-Irvine.
- Virginia Kerns** (1977), *Professor of Anthropology*, B.A., College of William and Mary; M.A., Case Western Reserve University; Ph.D., University of Illinois.
- Lynn S. Khadiagala** (2001), *Visiting Assistant Professor of Government*, B.A., Oberlin College; M.A., Johns Hopkins University; Ph.D., University of Wisconsin.
- Alexander Ya Kheifets** (2001), *Visiting Assistant Professor of Mathematics*, M.Sc. and Ph.D., Kharkov State University.
- Richard L. Kiefer** (1965), *Professor of Chemistry*, A.B., Drew University; Ph.D., University of California-Berkeley.
- Sung-Chan Kim** (1995), *Research Assistant Professor of Marine Science*, B.S. and M.S., Seoul National University; Ph.D., College of William and Mary.
- Rex K. Kincaid** (1984), *Professor of Mathematics*, B.A., DePauw University; M.S. and Ph.D., Purdue University.
- Barbara J. King** (1988), *Professor of Anthropology and University Professor for Teaching Excellence*, B.A., Rutgers University; M.A. and Ph.D., University of Oklahoma.
- Michele R. King** (2000), *Visiting Instructor of Theatre, Speech, and Dance*, B.A., Christopher Newport University; M. A., Radford University.
- Isabelle F. Kinnard** (2002), *Visiting Walter G. Mason Professor of Religion*, B.A., M.Div. and Ph.D., University of Chicago.
- Jacob N. Kinnard** (2000), *Assistant Professor of Religion*, B.A., Bowdoin College; M.A. and Ph.D., University of Chicago.
- James E. Kirkley** (1986), *Professor of Marine Science*, B.S., M.S. and Ph.D., University of Maryland.
- Lee A. Kirkpatrick** (1991), *Associate Professor of Psychology*, B.S., Lynchburg College; M.A., University of Texas at El Paso, Ph.D., University of Denver.
- Arthur L. Knight, III** (1993), *Associate Professor of American Studies and English*, B.A., M.A. and Ph.D., University of Chicago.
- Stephen K. Knudson** (1981), *Professor of Chemistry*, B.S., University of Michigan; Ph.D., Massachusetts Institute of Technology.
- Charles H. Koch, Jr.** (1979), *Dudley W. Woodbridge Professor of Law*, B.A., University of Maryland; J.D., George Washington University; LL.M., University of Chicago.
- Robert Kohl** (1998), *Associate Professor of Kinesiology*, B.A., Hastings College; M.A., Western Kentucky University; Ph.D., Texas A&M University.
- Laurie S. Koloski** (1999), *Assistant Professor of History*, B.A., University of Michigan; M.A., Yale University; M.A. and Ph.D., Stanford University.
- Debra L. Koltveit** (2000), *Assistant Professor of Military Science*, B.A., University of Louisville; M.B.A., University of Louisville.
- Loraine A. Korinek** (1985), *Professor of Education*, B.S., University of Wisconsin; M.A., College of William and Mary; Ph.D., University of Florida.
- William J. Kossler** (1969), *Professor of Physics*, B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.
- John F. Kottas** (1979), *J. Edward Zollinger Professor of Business Administration*, B.S., Purdue University; M.S. and Ph.D., Northwestern University.

- Henry Krakauer** (1980), *Professor of Physics*, B.A., Rutgers University; Ph.D., Brandeis University.
- David E. Kranbuehl** (1970), *Professor of Chemistry*, A.B., DePauw University; Ph.D., University of Wisconsin.
- Gary A. Kreps** (1972), *Professor of Sociology*, A.B., University of Akron; M.A. and Ph.D., Ohio State University.
- Brian Kreydatus** (2001), *Assistant Professor of Art and Art History*, B.F.A., Syracuse University; M.F.A., University of Pennsylvania.
- Daniel A. Krier** (1999), *Assistant Professor of Sociology*, B.S., University of South Dakota; M.A., University of Nebraska.
- Steven Alan Kuehl** (1993), *Professor of Marine Science*, B.A., Lafayette College; B.S. and Ph.D., North Carolina State University.
- Katherine M. Kulick** (1987), *Associate Professor of Modern Languages and Literatures*, B.A., Syracuse University; M.A. and Ph.D., Pennsylvania State University.
- Jasmin L. Lambert** (1998), *Assistant Professor of Theatre, Speech, and Dance*, B.A., Spelman College; M.A. and Ph.D., Bowling Green State University.
- Lisa M. Landino** (2001), *Assistant Professor of Chemistry*, B.S., Nazareth College, Ph.D., University of Virginia.
- Kris Eugene Lane** (1997), *Associate Professor of History and International Studies*, B.A., University of Colorado; Ph.D., University of Minnesota.
- Harvey J. Langholtz** (1993), *Associate Professor of Psychology*, B.S., State University of New York at Oneonta; M.A., New School for Social Research; M.S., United States Navy Postgraduate School; Ph.D., University of Oklahoma.
- Robert J. Latour** (2001), *Research Assistant Professor*, B.A., Western New England College; M.B.A. and Ph.D., North Carolina State University.
- John F. Lavach** (1967), *Professor of Education*, A.B., Montclair State College; M.A., Fairleigh Dickinson University; Ed.D., Duke University.
- Fredric I. Lederer** (1980), *Chancellor Professor of Law*, B.S., Polytechnic Institute of New York; J.D., Columbia University; LL.M., University of Virginia.
- John W. Lee, III** (1982), *Professor of Law*, A.B., University of North Carolina; LL.B., University of Virginia; LL.M., Georgetown University.
- Lawrence M. Leemis** (1992), *Professor of Mathematics*, B.S., M.S. and Ph.D., Purdue University.
- Michael F. LeRuth** (1995), *Associate Professor of Modern Languages and Literatures*, B.A., Xavier University; M.A., University of Cincinnati; Ph.D., Pennsylvania State University.
- David W. Leslie** (1996), *Chancellor Professor of Education*, B.A., Drew University; M.Ed., Boston University; Ed.D., Pennsylvania State University.
- Emile J. Lester** (2000), *Visiting Instructor of Government*, B.A. George Washington University; M.S., London School of Economics; Ph.D., University of Virginia.
- Catherine Levesque** (1995), *Associate Professor of Art and Art History*, B.A., Barnard College, M.A., M. Phil. and Ph.D., Columbia University.
- Robert Michael Lewis** (2000), *Assistant Professor of Mathematics*, B.A., M.A. and Ph.D., Rice University.
- Chi-Kwong Li** (1988), *Walter F. C. Ferguson Professor of Mathematics*, B.A. and Ph.D., University of Hong Kong.
- Erik Lie** (1996), *Wilson P. and Martha Claiborne Stephens Associate Professor of Business Administration*, B.S. and M.B.A., University of Oregon; Ph.D., Purdue University.
- Thomas J. Linneman** (1999), *Assistant Professor of Sociology*, B.A., Rice University; M.A. and Ph.D., University of Washington.
- Romuald N. Lipcius** (1986), *Professor of Marine Science*, B.S., University of Rhode Island; Ph.D., Florida State University.
- Karen D. Locke** (1989), *W. George Brooks Associate Professor of Business Administration*, B.Sc., University College, University of London; Ph.D., Case Western Reserve University.
- Rowan Lockwood** (2001), *Assistant Professor of Geology*, B.A., Yale University; M.Sc., University of Bristol.

- Teresa V. Longo** (1988), *Associate Professor of Modern Languages and Literatures*, B.A. and M.A., University of Montana; Ph.D., University of Wisconsin-Madison.
- Jeremy A. Lopez** (2002), *Assistant Professor of English*, B.A., University of California-Berkeley; M.A. and Ph.D., Cornell University.
- Bruce Lowekamp** (2000), *Assistant Professor of Computer Science*, B.S., Virginia Polytechnic Institute and State University; M.S. and Ph.D., Carnegie Mellon University.
- Richard S. Lowry** (1987), *Associate Professor of English and American Studies*, B.A., Harvard University; M.A., University of London; Ph.D., Yale University.
- Mark W. Luckenbach** (1989), *Research Professor of Marine Science*, B.S., University of North Carolina; Ph.D., University of South Carolina.
- Gunter Luepke** (1999), *Assistant Professor of Applied Science*, B.A. and Ph.D., University of Göttingen.
- David J. Lutzer** (1987), *Chancellor Professor of Mathematics*, B.S., Creighton University; Advanced Diploma, Oxford University; Ph.D., University of Washington.
- Jerome P.Y. Maa** (1987), *Associate Professor of Marine Science*, B.S. and M.S., Cheng-Kong University; Ph.D., University of Florida.
- Robert P. Maccubbin** (1964), *Professor of English*, A.B., Johns Hopkins University; M.A. and Ph.D., University of Illinois.
- R. Heather Macdonald** (1983), *Professor of Geology*, B.A., Carleton College; M.S. and Ph.D., University of Wisconsin.
- Christopher J. MacGowan** (1984), *Margaret Hamilton Professor of English*, B.A., Cambridge University; M.A. and Ph.D., Princeton University.
- Henry E. Mallue, Jr.** (1975), *Professor of Business Administration*, B.S.B.A. and J.D., University of Florida; M.B.A., University of Central Florida; Ed.D., Oklahoma State University.
- Linda A. Malone** (1988), *Marshall-Wythe School of Law Foundation Professor of Law*, B.A., Vassar College; J.D., Duke University; LL.M., University of Illinois.
- Roger L. Mann** (1985), *Professor of Marine Science*, B.S., University of East Anglia; Ph.D., University of Wales.
- Dennis M. Manos** (1992), *CSX Professor of Applied Science and Professor of Physics*, B.S., Case Institute of Technology; Ph.D., Ohio State University.
- Weizhen Mao** (1990), *Associate Professor of Computer Science*, B.S., Tsinghua University; M.A. and Ph.D., Princeton University.
- Paul W. Mapp** (2001), *Assistant Professor of History and Visiting NEH Fellow of Omohundro Institute of Early American History and Culture*, A.B., Princeton University; M.A., Harvard University.
- Lucas A. Marchante-Aragon** (2002), *Assistant Professor of Modern Languages and Literatures*, B.A., Universidad de Cádiz; M.A., Villanova University; Ph.D., University of Pennsylvania.
- Paul Marcus** (1991), *R. Hugh and Nollie Haynes Professor of Law*, A.B. and J.D., University of California-Los Angeles.
- Jack B. Martin** (1993), *Robert F. and Sara M. Boyd Associate Professor of English*, B.A., M.A. and Ph.D., University of California-Los Angeles.
- Stephen C. Martin** (2002), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A., Université de Haute Bretagne; M.A., University of Pittsburgh.
- Marguerite M. Mason** (1997), *Associate Professor of Education*, A.B., Knox College; M.S., Western Illinois University; Ph.D., University of Iowa.
- Roy C. Mathias** (1990), *Professor of Mathematics*, B.A., Cambridge University; M.S. and Ph.D., Johns Hopkins University.
- Charles R. McAdams, III** (1995), *Assistant Professor of Education*, B.S., M.Ed. and Ed.D., North Carolina State University.
- Marvin McAllister** (1997), *Martin Gracey Class of 1939 Artist in Residence*, B.A., Yale University; Ph.D., Northwestern University.
- Gilbert H. McArthur** (1966), *Associate Professor of History*, A.B., Friends University; Ph.D., University of Rochester.
- James N. McCord, Jr.** (1965), *Associate Professor of History*, A.B., Emory University; M.A. and Ph.D., Johns Hopkins University.

- Raymond W. McCoy** (1989), *Associate Professor of Kinesiology*, B.S., Pennsylvania State University; M.S., University of California-Los Angeles; Ph.D., University of Southern California.
- Gail McEachron-Hirsch** (1989), *Associate Professor of Education*, B.A. and M.A., Arizona State University; Ph.D., University of Texas, Austin.
- John J. McGlennon** (1974), *Professor of Government*, B.A., Fordham University; M.A. and Ph.D., Johns Hopkins University.
- Virginia L. McLaughlin** (1983), *Dean of the School of Education and Chancellor Professor of Education*, B.A., College of William and Mary; M.A., George Peabody College for Teachers; Ed.D., Memphis State University.
- Jacquelyn Y. McLendon** (1992), *Associate Professor of English*, B.A., Temple University; M.A. and Ph.D., Case Western Reserve University.
- Jesse E. McNinch** (2001), *Assistant Professor of Marine Science*, B.S., University of Southwestern Louisiana; M.S. and Ph.D., University of North Carolina at Chapel Hill.
- Alan J. Meese** (1995), *Cabell Research Professor of Law*, B.A., College of William and Mary; J.D., University of Chicago.
- Mary Ann Melfi** (1989), *Visiting Assistant Professor of English*, B.A., M.A. and Ph.D., University of Nebraska.
- Jennifer M. Mellor** (1998), *Assistant Professor of Economics*, B.A., LaSalle University; Ph.D., University of Maryland, College Park.
- Jennifer Bickham Mendez** (1999), *Assistant Professor of Sociology*, B.A., Oberlin; M.A. and Ph.D., University of California, Davis.
- Maria W. Merritt** (2002), *Assistant Professor of Philosophy*, B.S., Wake Forest University; B.A., Oxford University; Ph.D., University of California-Berkeley.
- Louis P. Messier** (1972), *Associate Professor of Education*, B.S., Johnson State College; M.Ed. and Ed.D., Boston University.
- Donald J. Messmer** (1973), *J.S. Mack Professor of Business Administration*, B.S.B.A. and Ph.D., Washington University.
- Leisa D. Meyer** (1994), *Associate Professor of History and Women's Studies*, B.A., University of Colorado; M.A. and Ph.D., University of Wisconsin.
- Terry L. Meyers** (1970), *Professor of English*, A.B., Lawrence University; M.A. and Ph.D., University of Chicago.
- John D. Milliman** (1993), *Chancellor Professor of Marine Science*, B.A., University of Rochester; M.S., University of Washington; Ph.D., University of Miami.
- James E. Moliterno** (1988), *Professor of Law*, B.S., Youngstown State University; J.D., University of Akron.
- Don A. Monson** (1976), *Professor of Modern Languages and Literatures*, B.A., University of Utah; M.A. and Ph.D., University of Chicago.
- Carlisle E. Moody** (1970), *Professor of Economics*, A.B., Colby College; M.A. and Ph.D., University of Connecticut.
- Todd A. Mooradian** (1990), *Associate Professor of Business Administration*, B.S., University of New Hampshire; M.B.A., Wake Forest University; Ph.D., University of Massachusetts.
- John Noell Moore** (1999), *Associate Professor of Education*, A.B., College of William and Mary; M.A., Radford University; Ph.D., Virginia Polytechnic Institute and State University.
- Kenneth A. Moore** (1997), *Research Associate Professor of Marine Science*, B.S., Pennsylvania State University; M.S., University of Virginia; Ph.D., University of Maryland.
- Francis J. Mootz, III** (2002), *Visiting Professor of Law*, B.A., University of Notre Dame; A.M. and J.D., Duke University.
- Danielle Moretti-Langholtz** (1998), *Visiting Assistant Professor of Anthropology*, B.A., State University of New York at Oneonta; M.A. and Ph.D., University of Oklahoma.
- John Morreall** (2001), *Professor of Religion*, B.A., St. John Fisher College; M.A. and Ph.D., University Toronto.
- Deborah Morse** (1988), *Associate Professor of English*, A.B., Stanford University; M.A. and Ph.D., Northwestern University.

- David H. Murray** (1997), *Assistant Professor of Business Administration*, B.S. and M.B.A., Concordia University; Ph.D., University of Michigan.
- John A. Musick** (1967), *A Marshall Acuff, Jr. Professor of Marine Science*, A.B., Rutgers University; M.A. and Ph.D., Harvard University.
- Stephen N. Ndegwa** (1994), *Associate Professor of Government*, B.A., The College of Wooster; Ph.D., Indiana University.
- Scott R. Nelson** (1995), *Associate Professor of History*, B.A., M.A., and Ph.D., University of North Carolina at Chapel Hill.
- Christine L. Nemacheck** (2002), *Assistant Professor of Government*, B.A., University of Michigan; M.A. and Ph.D., George Washington University.
- Michael C. Newman** (1998), *Professor of Marine Science*, B.A. and M.S., University of Connecticut; M.S. and Ph.D., Rutgers University.
- John B. Nezlek** (1978), *Professor of Psychology*, A.B., Duke University; Ph.D., University of Rochester.
- Michael P. Nichols** (1994), *Professor of Psychology*, B.A., University of Wisconsin-Madison; Ph.D., University of Rochester.
- Dimitrios S. Nikolopoulos** (2002), *Assistant Professor of Computer Science*, Diploma and Ph.D., University of Patras.
- James L. Nimmicht** (2002), *Visiting Professor of Business Administration*, B.A., University of Washington; M.S., Pennsylvania State University.
- Deborah S. Noonan** (1983), *Instructor of Computer Science*, B.A., University of Maryland; M.S., College of William and Mary.
- Robert E. Noonan** (1976), *Professor of Computer Science*, A.B., Providence College; M.S. and Ph.D., Purdue University.
- John H. Oakley** (1980), *Forrest D. Murden, Jr. Professor of Classical Studies*, B.A., M.A. and Ph.D., Rutgers University.
- William E. O'Connell, Jr.** (1969), *Chessie Professor of Business Administration*, A.B., Manhattan College; M.B.A., Columbia University; D.B.A., Indiana University; J.D., College of William and Mary.
- Margaret D. O'Dell** (1990), *Visiting Instructor of Women's Studies*, B.A., Presbyterian College; M.A., Clemson University; Ph.D., College of William and Mary.
- Carol Oja** (1997), *David N. and Margaret C. Bottoms Professor of Music and Professor of American Studies*, B.A., St. Olaf College; M.Phil. and Ph.D., City University of New York.
- George S. Oldfield** (1993), *Richard S. Reynolds, Jr. Professor of Business Administration*, B.A., College of William and Mary; M.A. and Ph.D., University of Pennsylvania.
- John E. Olney** (1979), *Professor of Marine Science*, B.S. and M.A., College of William and Mary; Ph.D., University of Maryland.
- James M. Olver** (1988), *Associate Professor of Business Administration*, B.A., M.B.A. and Ph.D., University of Virginia.
- Michelle I. Orsi** (1998), *Assistant Professor of Military Science*, B.A., Clarion University; M.B.A., Webster University.
- Robert J. Orth** (1975) *Professor of Marine Science*, B.A., Rutgers University; M.A., University of Virginia; Ph.D., University of Maryland.
- Robert A. Orwoll** (1969), *Professor of Chemistry*, B.A., St. Olaf College; Ph.D., Stanford University.
- Brent E. Owens** (1996), *Associate Professor of Geology*, B.S., University of Kentucky; M.S., University of Massachusetts; Ph.D., Washington University.
- Gul Ozyegin** (1996), *Associate Professor of Sociology and Women's Studies*, B.Sc., Middle East Technical University; M.A. and Ph.D., Temple University.
- Giulia Pacini** (2001), *Assistant Professor of Modern Languages and Literatures*, B.A., Princeton University; M.A., University of Pennsylvania.
- Jonathan W. Palmer** (2002), *Associate Professor of Business Administration*, B.A., Principia College; M.S., Simmons College; M.B.A., Babson College; Ph.D., The Claremont Graduate School.
- Richard H. Palmer** (1980), *Professor of Theatre, Speech, and Dance*, A.B., Princeton University; M.A. and Ph.D., University of Iowa.

- Jennifer L. Pals** (2000), *Assistant Professor of Psychology*, B.A., University of Chicago; Ph.D., University of California-Berkeley.
- Carrie C. Patterson** (2000), *Visiting Instructor of Art and Art History*, B.A., James Madison University; M.A., New York Studio School; Ph.D., University of Pennsylvania.
- Mark R. Patterson** (1992), *Associate Professor of Marine Science*, A.B., Harvard College; A.M. and Ph.D., Harvard University.
- James M. Patton** (1987), *Professor of Education*, B.A., Kentucky State University; M.Ed., University of Louisville; Ed.D., Indiana University.
- Thomas B. Payne** (1999), *Associate Professor of Music*, B.A., Oberlin College; Ph.D., University of Chicago.
- Elizabeth J. Peak** (2001), *Assistant Professor of Art and Art History*, B.A., University of California-Santa Barbara; M.F.A., Yale University.
- Roy L. Pearson** (1971), *Chancellor Professor of Business Administration*, B.S. and Ph.D., University of Virginia.
- Lynn E. Pelco**, (1992), *Associate Professor of Education*, B.S., M.S. and Ph.D., Pennsylvania State University.
- Charles F. Perdrisat** (1966), *Professor of Physics*, B.S., University of Geneva; D.Sc., Federal Institute of Technology.
- Alfredo Pereira** (1995), *Thomas Arthur Vaughan, Jr., Memorial Professor of Economics, Bacharelato and Licenciatura, Technical University of Lisbon*; M.A. and Ph.D., Stanford University.
- James E. Perry, III** (1991), *Research Associate Professor of Marine Science*, B.S., Murray State University; Ph.D., College of William and Mary.
- Richard D. Peters** (1998), *Assistant Professor of Military Science*, B.S., United States Military Academy; M.E.G., University of Florida at Gainesville.
- Susan Peterson** (1994), *Associate Professor of Government*, B.A., Saint Lawrence University; M.A., M.Phil. and Ph.D., Columbia University.
- Kenneth G. Petzinger** (1972), *Professor of Physics*, A.B., Princeton University; M.A., Columbia University; Ph.D., University of Pennsylvania.
- Kimberly L. Phillips**, *Associate Professor of History*, B.A., University of California-San Diego; M.A. and Ph.D., Yale University.
- Paula M. Pickering** (2002), *Assistant Professor of Government*, B.A., Stanford University; Ph.D., University of Michigan.
- Robert D. Pike** (1992), *Associate Professor of Chemistry*, B.S., George Washington University; Ph.D., Brown University.
- Constance J. Pilkington** (1990), *Associate Professor of Psychology*, B.A., Knox College; M.S. and Ph.D., University of Georgia.
- Hermine D. Pinson** (1992), *Associate Professor of English*, B.A., Fisk University; M.A., Southern Methodist University; Ph.D., Rice University.
- Adam S. Potkay** (1990), *Professor of English*, B.A., Cornell University; M.A., Johns Hopkins University; Ph.D., Rutgers University.
- Monica Brzezinski Potkay** (1989), *Associate Professor of English*, B.A. and M.A., Loyola University of Chicago; Ph.D., University of Virginia.
- John C. Poutsma** (1999), *Assistant Professor of Chemistry*, B.S., Furman University; Ph.D., Purdue University.
- Edward E. Pratt** (1993), *Associate Professor of History*, B.S., Georgetown University; M.A. and Ph.D., University of Virginia.
- Katherine K. Preston** (1989), *Associate Professor of Music*, B.A., Evergreen State College; M.A., University of Maryland, College Park; Ph.D., City University of New York.
- Richard Price** (1994), *Duane A. and Virginia S. Dittman Professor of American Studies, Anthropology and History*, A.B. and Ph.D., Harvard University.
- Sally Price** (1994), *Duane A. and Virginia S. Dittman Professor of Anthropology and American Studies*, A.B., Harvard University; Ph.D., Johns Hopkins University.
- Alexander V. Prokhorov** (2002), *Assistant Professor of Modern Languages and Literature*, B.A., Moscow State University; M.A. and Ph.D., University of Pittsburgh.
- Richard H. Prosl** (1966), *Associate Professor of Computer Science*, B.S., College of William and Mary; A.B. and M.A., Oxford University; M.S. and Ph.D., Rensselaer Polytechnic Institute.

- Lawrence B. Pulley** (1985), *Dean, School of Business Administration and T. C. and Elizabeth Clarke Professor of Business Administration*, B.A., College of William and Mary; Ph.D., University of Virginia.
- Abdul-Karim Rafeq** (1990), *William and Annie Bickers Professorship in Arab Middle Eastern Studies and Professor of History*, B.A., University of Damascus; Ph.D., University of London.
- Don R. Rahtz** (1982), *Professor of Business Administration*, B.A. and M.B.A., Northern Illinois University; Ph.D., Virginia Polytechnic Institute and State University.
- Suzanne Raitt** (2000), *Margaret L. Hamilton Professor of English*, B.A. and Ph.D., University of Cambridge; M.A., Yale University.
- Marc Lee Raphael** (1989), *Sophia and Nathan S. Gumenick Professor of Judaic Studies*, B.A., University of California-Los Angeles; B.H.L., Hebrew Union College, Los Angeles; M.A., Hebrew Union College, Cincinnati; Ph.D., University of California-Los Angeles.
- Ronald B. Rapoport** (1975), *John Marshall Professor of Government*, B.A., Oberlin College; M.A. and Ph.D., University of Michigan.
- Anne K. Rasmussen** (1993), *Associate Professor of Music*, B.A., Northwestern University; M.A., University of Denver; Ph.D., University of California-Los Angeles.
- Robert B. Reams** (2002), *Visiting Assistant Professor of Mathematics*, B.A., Trinity College; M.A. and Ph.D., University College Dublin.
- William G. Reay** (1997), *Research Assistant Professor of Marine Science*, B.S., George Mason University; M.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
- Kimberly S. Reece** (1998), *Assistant Professor of Marine Science*, B.S., University of Rochester; Ph.D., Cornell University.
- Ann M. Reed** (1976), *Associate Professor of English*, B.A., Swarthmore College; M.Ed., University of Pennsylvania; Ph.D., Brandeis University.
- Anne C. Reilly** (1998), *Assistant Professor of Physics*, B.S., Marquette University; M.S. and Ph.D., University of Michigan.
- Linda Collins Reilly** (1969), *Associate Professor of Classical Studies*, A.B., Vassar College; M.A. and Ph.D., Johns Hopkins University.
- Theodore R. Reinhart** (1968), *Professor of Anthropology*, A.B., Pennsylvania State University; M.A., George Washington University; Ph.D., University of New Mexico.
- Mitchell B. Reiss** (1999), *Dean of International Affairs and Professor of Law*, B.A., Williams College; M.A.L.D., Tufts University; D.Phil., Oxford University; J.D., Columbia Law School.
- Edward A. Remler** (1967), *Professor of Physics*, B.S., Massachusetts Institute of Technology; M.S., Columbia University; Ph.D., University of North Carolina at Chapel Hill.
- W. Taylor Reveley, III** (1998), *Dean of the Marshall-Wythe School of Law and Professor of Law*, A.B., Princeton University; J.D., University of Virginia.
- Gary W. Rice** (1984), *Associate Professor of Chemistry*, B.S., James Madison University; Ph.D., Iowa State University.
- Roger R. Ries** (1968), *Professor of Education*, B.S., M.Ed. and Ph.D., University of Missouri.
- Lawrence J. Ring** (1985), *Chancellor Professor of Business Administration*, B.S., M.S. and Ph.D., Purdue University.
- J. Timmons Roberts** (2001), *Professor of Sociology*, B.A., Kenyon College; M.A. and Ph.D. Johns Hopkins University.
- Franklin E. Robeson** (1978), *Hays T. Watkins Professor of Business Administration*, B.S., University of Cincinnati; M.B.A. and D.B.A., Indiana University.
- William M. Rodgers, III** (1993), *Edwin L. and Frances L. Cummings Associate Professor of Economics*, B.A., Dartmouth College; M.A., University of California-Santa Barbara; Ph.D., Harvard University.
- Yana van der Meulen Rodgers** (1993), *Associate Professor of Economics*, B.A., Cornell University; M.A. and Ph.D., Harvard University.
- Leiba Rodman** (1987), *Professor of Mathematics*, Diploma, Latvian State University; M.A. and Ph.D., Tel-Aviv University.

- Regina Root** (2002), *Visiting Assistant Professor of Modern Languages and Literatures*, B.A. and M.A., University of Iowa; Ph.D., University of California-Berkeley.
- Ronald H. Rosenberg** (1981), *Professor of Law*, B.A., Columbia University; M.S. and J.D., University of North Carolina at Chapel Hill.
- Deirdre A. Royster** (2001), *Associate Professor of Sociology*, B.S., Virginia Polytechnic Institute and State University; M.A. and Ph.D., Johns Hopkins University.
- Adam J. Rubenstein** (1999), *Assistant Professor of Psychology*, B.A., University of Virginia; M.A. and Ph.D., University of Texas at Austin;
- Raul Rubio** (2002), *Visiting Instructor of Modern Languages and Literatures*, B.A., Barry University; M.A., Middlebury College.
- George T. Rublein** (1966), *Associate Professor of Mathematics*, B.S., St. Mary's University; M.S. and Ph.D., University of Illinois.
- Margaret S. Saha** (1993), *Associate Professor of Biology*, B.A. and M.A., Case Western University; Ph.D., Michigan State University; Ph.D., University of Virginia.
- Ronald R. Saint-Onge** (1970), *Professor of Modern Languages and Literatures*, A.B., Providence College; M.A. and Ph.D., Vanderbilt University.
- S. Laurie Sanderson** (1992), *Associate Professor of Biology*, A.B., University of Hawaii; A.M. and Ph.D., Harvard University.
- Salvatore J. Saporito** (2001), *Assistant Professor of Sociology*, B.A., Glassboro State College; M.A., Temple University; Ph.D., Temple University.
- James B. Savage** (1970), *Associate Professor of English*, A.B. and Ph.D., Princeton University; M.A., Northwestern University.
- Margaret K. Schaefer** (1981), *Associate Professor of Mathematics*, B.A., Smith College; M.A., Harvard University; Ph.D., Northwestern University.
- Linda C. Schaffner** (1988), *Associate Professor of Marine Science*, B.A., Drew University; M.A. and Ph.D., College of William and Mary.
- Ronald B. Schechter** (1996), *Associate Professor of History*, B.A., University of Michigan; M.A., University of Chicago; Ph.D., Harvard University.
- Nancy Schoenberger** (1993), *Associate Professor of English*, B.A. and M.A., Louisiana State University; M.F.A., Columbia University.
- Robert J. Scholnick** (1967), *Professor of English*, A.B., University of Pennsylvania; M.A. and Ph.D., Brandeis University.
- Sebastian R. Schreiber** (2002), *Associate Professor of Mathematics*, B.A., Boston University; Ph.D., University of California-Berkeley.
- Joel Schwartz** (1981), *Associate Professor of Government*, B.A., M.A. and Ph.D., University of California-Berkeley.
- Joseph L. Scott** (1970), *Professor of Biology*, A.B. and M.A., University of California-Santa Barbara; Ph.D., University of California-Irvine.
- Michael Seeger** (2002), *Visiting Class of 1939 Artist in Residence in Music*.
- Rochelle D. Seitz** (2000), *Research Assistant Professor of Marine Science*, B.A., Colgate University; M.A. and Ph.D., College of William and Mary.
- Alemante Selassie** (1987), *Associate Professor of Law*, LL.B., Haile Selassie I University; J.D., University of Wisconsin.
- Sophia Serghi** (1998), *Assistant Professor of Music*, B.A., Lewis and Clark College; M.A. and D.M.A., Columbia University.
- Diane C. Shakes** (1995), *Associate Professor of Biology*, B.A., Pomona College; Ph.D., Johns Hopkins University.
- Andrew M. Sharp** (2002), *Visiting Instructor of Religion*, B.A., Pacific University; M.A., St. Vladimir's Orthodox Theological Seminary.
- Kelly G. Shaver** (1968), *Professor of Psychology*, B.S. and M.S., University of Washington; Ph.D., Duke University.

- Glenn D. Shean** (1966), *Professor of Psychology*, A.B., Louisiana State University; M.A. and Ph.D., University of Arizona.
- Aamer Sheikh** (2001), *Assistant Professor of Business Administration*, B.B.A., College of William and Mary; M.A.S., University of Illinois at Urbana-Champaign.
- Jian Shen** (2002), *Research Assistant Professor of Marine Science*, B.S., Shanghai Teacher's University; M.A. and Ph.D., College of William and Mary.
- Marc Sher** (1989), *Professor of Physics*, B.S., University of California-Los Angeles; M.S. and Ph.D., University of Colorado at Boulder.
- Carol Sheriff** (1993), *Associate Professor of History and University Professor for Teaching Excellence*, B.A., Wesleyan University; M.A., M.Phil. and Ph.D., Yale University.
- Junping Shi** (2000), *Assistant Professor of Mathematics*, B.S., Nankai University; Ph.D., Brigham Young University.
- Jeffrey D. Shields** (1994) *Associate Professor of Marine Science*, B.A. and Ph.D., University of California-Santa Barbara; M.S., University of California-Berkeley.
- Sylvia Shirley** (1975), *Associate Professor of Kinesiology*, B.A., Birmingham University; M.Sc., State University of New York at Cortland.
- Ronald Robert Sims** (1986), *Floyd Dewey Gottwald, Sr. Professor of Business Administration*, B.A., University of Steubenville; M.S.W., University of Maryland; Ph.D., Case Western Reserve University.
- John E. Sisko** (1996), *Assistant Professor of Philosophy*, B.A., St. Johns College; Ph.D., Rutgers University.
- Kathleen F. Slevin** (1990), *Chancellor Professor of Sociology*, B.S., University College; M.A. and Ph.D., University of Georgia.
- Evgenia Smirni** (1997), *Associate Professor of Computer Science*, Diploma, University of Patras; M.S. and Ph.D., Vanderbilt University.
- Gary A. Smith** (1969), *Associate Professor of Modern Languages and Literatures*, A.B., University of Kansas; Ph.D., University of Texas at Austin.
- Gregory D. Smith** (2001), *Assistant Professor of Applied Science*, B.S., Massachusetts Institute of Technology; Ph.D., University of California-Davis.
- James E. Smith** (1970), *John S. Quinn Professor of Business Administration*, A.B., Southeastern Louisiana College; M.B.A., University of Houston; Ph.D., University of Arizona.
- Kimberly J. Smith** (1988), *Associate Professor of Business Administration*, B.S., Fairmont College; M.P.A., West Virginia University; Ph.D., University of Maryland.
- Walker O. Smith, Jr.** (1998), *Professor of Marine Science*, B.S., University of Rochester; Ph.D., Duke University.
- Deenesh Sohoni** (2002), *Instructor of Sociology*, B.A., University of California-Los Angeles; M.A., University of California-Santa Barbara; M.A., University of Washington.
- Robert J. Solomon** (1975), *Professor of Business Administration*, B.A. and M.A., Case Western Reserve University; Ph.D., University of Rochester.
- Tamara Sonn** (1999), *William R. Kenan, Jr. Professor of Humanities and Professor of Religion*, B.A., University of Santa Clara; M.A., University of Toronto; Ph.D., University of Chicago.
- Barbette S. Spaeth** (2001), *Associate Professor of Classical Studies*, B.A. and M.A., Northwestern University; Ph.D., Johns Hopkins University.
- Ilya M. Spitkovsky** (1990), *Professor of Mathematics*, M.S. and Ph.D., Odessa University; D.Sc., Georgia Academy of Science.
- Sarah L. Stafford** (1998), *Assistant of Economics*, B.S., Georgetown University; M.A. and Ph.D., Johns Hopkins University.
- William H. Starnes, Jr.** (1989), *Floyd Dewey Gottwald, Sr., Professor of Chemistry*, B.S., Virginia Polytechnic Institute; Ph.D., Georgia Institute of Technology.
- Andreas Stathopoulos** (1997), *Associate Professor of Computer Science*, B.S., University of Athens; M.S. and Ph.D., Vanderbilt University.
- Michael Stein** (2000), *Assistant Professor of Law*, B.A., New York University; J.D., Harvard Law School; Ph.D., University of Cambridge.

- Deborah K. Steinberg** (2001), *Associate Professor of Marine Science*, B.A., University of California-Santa Barbara; Ph.D., University of California-Santa Cruz.
- William R. Stewart, Jr.** (1977), *David L. Peebles Professor of Business Administration*, B.S., Tufts University; M.S., Johns Hopkins University; D.B.A., University of Maryland.
- Ann Marie Stock** (1993), *Associate Professor of Modern Languages and Literatures*, B.A., Hamline University; M.A., Purdue University; Ph.D., University of Minnesota.
- Judy A. Stone** (2001), *Visiting Assistant Professor of Education*, B.S., Brigham Young University; M.A. and Ed.D., Virginia Polytechnic and State University.
- Simon A. Stow** (2002), *Instructor of Government*, B.A., Corpus Christi College; M.A., McGill University.
- Robert H. Stowers** (1994), *Lecturer in Business Administration*, B.S. and M.Ed., American International College; Ed.D., Rutgers University.
- George V. Strong** (1967), *Associate Professor of History*, A.B., M.A. and Ph.D., University of North Carolina at Chapel Hill.
- John S. Strong** (1985), *Professor of Business Administration*, B.A., Washington and Lee University; M.S. and Ph.D., Harvard University.
- James H. Stronge** (1989), *Heritage Professor of Education*, B.S., M.S. and Ph.D., University of Alabama.
- John P. Swaddle** (2001), *Assistant Professor of Biology*, B.Sc., University of Bristol; Ph.D., University of Bristol.
- K. Scott Swan** (1996), *Assistant Professor of Business Administration*, B.S., Taylor University; M.B.A., University of South Carolina; Ph.D., University of Texas at Austin.
- Lisa F. Swartout** (2002), *Visiting Assistant Professor of History*, B.A., University of California-Berkeley
- Lisa R. Szykman** (1999), *Assistant Professor of Business Administration*, B.S., Pennsylvania State University; M.B.A., Villanova University; Ph.D., University of North Carolina at Chapel Hill.
- Sharon Ghamari Tabrizi** (1994), *Assistant Professor of American Studies*, B.A., University of California-San Diego; B.A., M.Phil. and Ph.D., University of California-Santa Cruz.
- Silvia R. Tandeciarz** (1999), *Assistant Professor of Modern Languages and Literatures*, B.A. and M.A., Stanford University; Ph.D., Duke University.
- Kam W. Tang** (2002), *Assistant Professor of Marine Science*, B.Sc. and M.Sc., The Chinese University of Hong Kong; Ph.D., University of Connecticut.
- Yanfeng Tang** (1994), *Associate Professor of Modern Languages and Literatures*, B.A., Hebei Teachers College; M.A. and Ph.D., Ohio State University.
- Wakaba Tasaka** (2002), *Visiting Instructor of Modern Languages and Literatures*, B.A., Nihon University; M.A., University of Illinois at Urbana-Champaign; Ph.D., Pennsylvania State University.
- Cherie O'Neal Taylor** (2002), *Visiting Professor of Law*, A.B., Harvard-Radcliffe College; J.D., University of Georgia; LL.M., Georgetown University.
- Dennis L. Taylor** (1991), *Professor of Marine Science*, B.A., University of Pennsylvania; Ph.D., University of Wales.
- Jennifer L. Taylor** (1990), *Associate Professor of Modern Languages and Literatures*, B.A., Grinnell College; M.A. and Ph.D., Cornell University.
- Talbot J. Taylor** (1982), *Louise G. T. Cooley Professor of English and Linguistics*, M.A., Tufts University; M.Litt. and D.Phil., University of Oxford.
- David W. Thompson** (1967), *Chancellor Professor of Chemistry*, B.S., Wheaton College; Ph.D., Northwestern University.
- Hans O. Tiefel** (1975), *Professor of Religion*, B.A., Wake Forest University; M.Div., Yale Divinity School; M.A. and Ph.D., Yale University.
- Michael J. Tierney** (1998), *Visiting Instructor of Government*, B.A. and M.A., College of William and Mary.
- Virginia J. Torczon** (1995), *Associate Professor of Computer Sciences*, B.A., Wesleyan University; M.A. and Ph.D., Rice University.
- Eugene R. Tracy** (1984), *Professor of Physics*, B.A., Johns Hopkins University; Ph.D., University of Maryland.
- Franco Triolo** (1975), *Associate Professor of Modern Languages and Literatures*, B.A. and M.A., University of Maryland; C.F., Universita di Padova; Ph.D., University of Illinois.

- Michael W. Trosset** (1998), *Associate Professor of Mathematics*, B.A., Rice University; Ph.D., University of California-Berkeley.
- Megan Tschannen-Moran** (2000), *Assistant Professor of Education*, B.S., Northwestern University; M.A. and Ph.D., Ohio State University.
- Michael A. Unger** (1990), *Research Associate Professor*, B.S., Michigan State University; M.S. and Ph.D., College of William and Mary.
- Kathryn R. Urbonya** (1997), *Professor of Law*, B.A., Beloit College; M.A. and J.D., University of North Dakota, Grand Forks.
- George M. Vahala** (1974), *Professor of Physics*, B.S., University of Western Australia; M.S. and Ph.D., University of Iowa.
- Cindy Lee Van Dover** (1998), *Marjorie S. Curtis Associate Professor of Biology*, B.S., Rutgers University; M.S., University of California-Los Angeles; Ph.D., Massachusetts Institute of Technology.
- Joyce VanTassel-Baska** (1987), *Jody and Layton Smith Professor of Education*, B.Ed., M.Ed., M.A. and Ed.D., University of Toledo.
- Peter A. Van Veld** (1989), *Associate Professor of Marine Science*, B.S., University of North Carolina at Chapel Hill; M.A., College of William and Mary; Ph.D., University of Georgia.
- W. Larry Ventis** (1969), *Professor of Psychology*, B.S., M.A. and Ph.D., University of Tennessee.
- Christine B. Vlahos-Shafer** (1999), *Assistant Professor of Military Science*, B.A., University of Virginia; M.A., Central Michigan University.
- Wolfgang K. Vogelbein** (1988), *Associate Professor of Marine Science*, B.S., Long Island University; M.S., California State University-Long Beach; Ph.D., Louisiana State University.
- Mary M. Voigt** (1990), *Chancellor Professor of Anthropology*, B.A., Marquette University; Ph.D., University of Pennsylvania.
- Robert L. Vold** (1994), *Professor of Applied Science*, B.S., University of California-Berkeley; M.S. and Ph.D., University of Illinois at Urbana.
- Hans C. vonBaeyer** (1968), *Chancellor Professor of Physics*, A.B., Columbia College; M.S., University of Miami; Ph.D., Vanderbilt University.
- Denise Damon Wade** (2000), *Assistant Professor of Theatre, Speech, and Dance*, B.A., College of William and Mary; M.F.A., University of Michigan.
- J. Dirk Walecka** (1989), *Governor's Distinguished CEBAF Professor of Physics*, B.A., Harvard College; Ph.D., Massachusetts Institute of Technology.
- H. Campbell Walker** (1969), *Associate Professor of History*, A.B., College of William and Mary; M.A., Yale University.
- Wanda A. Wallace** (1991), *John N. Dalton Professor of Business Administration*, B.B.A and M.P.A., Texas Christian University; Ph.D., University of Florida, C.P.A., C.M.A., C.I.A.
- Alan Wallach** (1989), *Ralph H. Wark Professor of Art and Art History and Professor of American Studies*, B.A., M.A. and Ph.D., Columbia University.
- Christine S. Walther-Thomas** (1990), *Professor of Education*, B.A. and M.Ed., University of Utah; Ph.D., University of Kansas.
- Harry V. Wang** (1997), *Assistant Professor of Marine Science*, B.S., National Taiwan University; Ph.D., Johns Hopkins University.
- Alan J. Ward** (1967), *Class of 1935 Professor of Government*, B.S. and Ph.D., University of London; M.A., University of Connecticut.
- Cynthia V. Ward** (1996), *Professor of Law*, B.A., Wellesley; J.D., Yale University
- Sandra Brubaker Ward** (1989), *Associate Professor of Education*, B.S., College of William and Mary; M.S. and Ph.D., Pennsylvania State University.
- Thomas J. Ward** (1989), *Professor of Education*, B.A., LaSalle College; M.S. and Ph.D., Pennsylvania State University.
- Stewart A. Ware** (1967), *Professor of Biology*, B.S., Millsaps College; Ph.D., Vanderbilt University.
- Barbara A. Watkinson** (1979), *Associate Professor of Art and Art History*, B.A., Stephens College; M.A. and Ph.D., University of Missouri.
- Neill P. Watson** (1976), *Associate Professor of Psychology*, B.A., Yale University; Ph.D., Harvard University.

- Ned Waxman** (1982), *Associate Professor of Business Administration*, B.S., University of Pennsylvania; J.D., Emory University.
- Brad Weiss** (1993), *Associate Professor of Anthropology*, B.A., Dartmouth College; M.A. and Ph.D., University of Chicago.
- Mary Lynn Weiss** (2000), *Associate Professor of English and American Studies*, B.A., Amherst College; M.A., Columbia University; Ph.D., Brandeis University.
- Robert E. Welsh** (1963), *Chancellor Professor of Physics*, B.S., Georgetown University; Ph.D., Pennsylvania State University.
- Walter P. Wenska** (1972), *Associate Professor of English*, A.B. and M.A., University of Hawaii; Ph.D., Stanford University.
- Patricia M. Wesp** (1988), *Associate Professor of Theatre and Speech*, B.A., College of William and Mary; M.F.A., University of Florida.
- Richard L. Wetzel** (1975), *Professor of Marine Science*, B.S. and M.S., University of West Florida; Ph.D., University of Georgia.
- Kim Wheatley** (1992), *Associate Professor of English*, B.A., Cambridge University; M.A., York University; M.A. and Ph.D., Johns Hopkins University.
- Ronald C. Wheeler** (1972), *Associate Professor of Education*, B.S., Western Illinois University; M.Ed., University of Pittsburgh; Ph.D., University of Minnesota.
- Godwin T. White** (1983), *Associate Professor of Business Administration*, B.A. and M.B.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.
- Keith Whitescarver** (1999), *Assistant Professor of Education*, B.A., University of Florida; M.Ed., Auburn University; Ed.D., Harvard University.
- Kim P. Whitley** (1992), *Instructor of Kinesiology*, B.S., Old Dominion University; M.A. and Ed.S., College of William and Mary.
- James P. Whittenburg** (1977), *Associate Professor of History*, B.A., University of Tennessee; M.A., Wake Forest University; Ph.D., University of Georgia.
- Peter D. Wiggins** (1971), *Professor of English*, A.B., M.A. and Ph.D., Columbia University.
- Elizabeth A. Wiley** (1997), *Assistant Professor of Theatre, Speech and Dance*, B.A., University of Wisconsin-Madison; M.F.A., University of Minnesota.
- Brenda T. Williams** (1993), *Associate Professor of Education*, B.S. and M.A., Hampton Institute; Ed.D., College of William and Mary.
- Edgar W. Williams** (1979), *Associate Professor of Music*, B.A., Duke University; M.A., Columbia University; M.F.A. and Ph.D., Princeton University.
- Michael Williamson** (2000), *Assistant Professor of Music*, B.S., Ithaca College; M.S., State University of New York at Stony Brook; Ph.D., New York University.
- Richard A. Williamson** (1970), *Chancellor Professor of Law*, B.B.A., Ohio University; J.D., College of Law, Ohio State University.
- Jeanne M. Wilson** (2001), *Assistant Professor of Business Administration*, B.S., St. Joseph's College; M.S., Purdue University.
- Lawrence L. Wiseman** (1971), *Professor of Biology*, A.B., Hiram College; M.A. and Ph.D., Princeton University.
- Hugo J. Woerdeman** (1989), *Professor of Mathematics*, M.S. and Ph.D., Vrije University.
- Laurie J. Wolf** (2000), *Assistant Professor of Theatre, Speech and Dance*, B.A. and M.A., California State University; Ph.D., University of California-Los Angeles.
- L. Donelson Wright** (1982), *Dean of the School of Marine Science and Chancellor Professor of Marine Science*, B.S., University of Miami; M.A., University of Sydney; Ph.D., Louisiana State University.
- Sibel Zandi-Sayek** (2002), *Assistant Professor of Art and Art History*, B. Arch., Middle East Technical University; M. Arch., University of Pennsylvania; Ph.D., University of California-Berkeley.
- Hong Zeng** (2002), *Visiting Instructor of Modern Languages and Literatures*, B.A., University of Electronic Science and Engineering of China; M.A. and Ph.D., Beijing Foreign Studies University.
- Shiwei Zhang** (1996), *Sally Gertrude Smoot Spears Associate Professor of Physics*, B.A., University of Science and Technology of China; Ph.D., Cornell University.

- Xiaodong Zhang** (1997), *Professor of Computer Science*, B.S., Beijing Polytechnic University; M.S. and Ph.D., University of Colorado at Boulder.
- Xinge Zhao** (1999), *Assistant Professor of Business Administration*, B.A., Beijing University; M.A., Syracuse University; Ph.D., Northwestern University.
- Nahum Zobin** (1998), *Associate Professor of Mathematics*, M.S., Kazan State University; Ph.D., Voronezh State University.
- Sharon Zuber** (1993), *Lecturer in English*, B.A., Franklin College; M.A., Butler University.
- Chitralekha Zutshi** (2001), *Assistant Professor of History*, B.A., College of Wooster; M.A., New York University; M.A. and Ph.D., Tufts University.
- Patty Zwollo** (1997), *Associate Professor of Biology*, B.S., M.S. and Ph.D., University of Utrecht.

The Earl Gregg Swem Library

P. O. Box 8794
College of William and Mary
Williamsburg, VA 23187-8794

Connie Kearns McCarthy, Dean of University Libraries
Phone: (757) 221-INFO
Web site: www.swem.wm.edu

Mission and Services. The Earl Gregg Swem Library actively participates in the teaching and research missions of the College of William and Mary by providing services, collections, staff, and facilities that enrich and inform the educational experience.

The library fulfills this mission by helping students, faculty, staff, and visitors find information and learn research skills; selecting and acquiring the best resources for the College's curricular and research needs; and organizing, preserving, and providing access to these resources efficiently and effectively.

Collections. Swem Library's collection includes 1,217,039 cataloged volumes; 1,438,982 microforms; 588,810 government publications; 22,626 maps; 5,732 periodicals and serials; 27,555 multi-media materials; and 11,495 linear feet of manuscripts and archives. In addition to the main library, Swem Library has separate libraries for Biology, Chemistry, Geology, Music, and Physics. Additional William and Mary libraries serve the Schools of Education, Business Administration, Law, and Marine Science.

The library offers many electronic resources, including an online catalog (LION) and access to more than 200 databases and 10,000 electronic journals. These are available through Swem's home page (www.swem.wm.edu). For more information, visit the library's home page or contact the Reference Department at (757) 221-3067 or sweref@wm.edu.

Reference Services. Reference librarians, available most hours that the library is open, can help identify library resources that are potentially useful for a particular project, explain the use of specific information tools, assist with searching electronic databases, offer group instruction to classes, and provide general advice on using the library. Contact the Reference Department at (757) 221-3067, sweref@wm.edu, or by selecting "Ask Earl" on Swem's home page.

Government Information Services. The Government Information Department provides access to federal, state, and international documents. Swem Library is a depository for publications issued by the United States and Virginia governments. Access to electronic government information on the World Wide Web is provided at the Government Information Department's home page: www.swem.wm.edu/GOVDOC/docpage.html. Specialized indexes for microform collections of government titles are available in the department. Contact the Government Information Department at (757) 221-3064 or swedoc@wm.edu.

Circulation Services. All of the library's collections are available for use within the library, and most items can be borrowed for use outside the building. Undergraduates may borrow most items for thirty days; graduate students, staff, and faculty receive longer loan periods. All students, staff, and faculty must present a current college ID card to borrow materials. The use of Swem Library is subject to the principles of the Honor Code. More information about Circulation services can be found at www.swem.wm.edu/Services/Circ/index.html. Library users may check their own records to see lists of items they currently have checked out, renew items, and view holds and fines. Please visit www.swem.wm.edu and click on "Your Records." Contact the Circulation Department at (757) 221-3072 or swcirc@wm.edu.

Reserve Readings. The library operates a reserves service to assure equitable access to items that professors assign as class readings. For more information, contact the Reserves Department at (757) 221-3075 or swresv@wm.edu.

Interlibrary Loans. If a book, journal article, or other item is not available at William and Mary, it can usually be borrowed from another library. Requests for such materials may be submitted to the Interlibrary Loan Department's office or at www.swem.wm.edu/Services/ILL/index.html. Students should allow a minimum of two weeks for an interlibrary loan request to be filled. Contact the Interlibrary Loan Department at (757) 221-3089 or sweill@wm.edu.

Library Hours. During the regular academic year, Swem Library is open Monday through Thursday 8:00 a.m. to 12:00 midnight, Friday 8:00 a.m. to 6:00 p.m., Saturday 9:00 a.m. to 6:00 p.m., and Sunday 1:00 p.m. to 12:00 midnight. Hours for departments within Swem Library and for branch libraries may vary. Call (757) 221-INFO twenty-four hours a day for more information or to confirm hours, especially during interim periods. Library hours may also be found at www.swem.wm.edu/Guide/hours.html.

Special Collections. Swem Library's Special Collections Division includes the University Archives and the Manuscripts and Rare Books Department. The University Archives documents the history of the college from its founding in 1693 to the present. The department collects publications, photographs, official records, artifacts, memorabilia, and other materials relating to the College. The Manuscripts and Rare Books Department includes books dating back to 1479, eighteenth and nineteenth century Virginia family papers, papers of distinguished alumni and Virginia political leaders, travel accounts, and local history materials. These books and manuscripts can be located through LION, Swem's online catalog.

Due to the library's expansion and renovation, Special Collections is temporarily located at 8105 Richmond Road, Suite 207, in Toano, a 20-minute drive from the main campus. For the latest information on Special Collections' location and hours, call (757) 253-4841 or visit www.swem.wm.edu/SpColl/index.html.

Study Areas and Facilities. Swem Library provides a variety of settings for individual and group study.

Swem Libraries:

- Biology Library, 112 Millington Hall. Contains current issues of biology journals.
- Chemistry Library, 204 Rogers Hall, (757) 221-2559. Contains approximately 12,000 volumes and 80 current periodical subscriptions.
- Geology Library, 219 McGlathlin-Street Hall, (757) 221-2094. Contains 17,000 volumes, 86 current periodical subscriptions, and over 21,000 maps.
- Music Library, 250 Ewell Hall, (757) 221-1090. Contains more than 18,000 sound recordings, 10,000 pieces of printed music, and video recordings of musical performances and musical instruction.
- Physics Library, 161 Small Hall, (757) 221-3539. Contains over 30,000 volumes and 140 current periodical subscriptions. The collections are enhanced through cooperation with the libraries of nearby TJNAF (Thomas Jefferson National Accelerator Facility) and NASA.

For more information, please visit www.swem.wm.edu/Guide/generalinfo.htm.

Other William and Mary libraries include the Business/Professional Resource Center (757) 221-2916, Education/Learning Resource Center (757) 221-2311, Law (757) 221-3255, and Marine Science (804) 684-7114.

Librarians

Connie Kearns McCarthy (1997), *Dean of University Libraries*, B.A., Dominican University; M.S.L.S., Catholic University of America.

Kathryn J. Blue (1968), *Senior Cataloger*, B.A., Cornell College; M.A.L.S., University of Wisconsin-Madison.

Stephen D. Clark (1987), *Acquisitions Librarian*, B.A., University of North Carolina-Charlotte; M.S.L.S., University of North Carolina-Chapel Hill; M.S., Fort Hayes State University.

Margaret C. Cook (1966), *Curator of Manuscripts and Rare Books*, B.A., Sweet Briar College; M.A., The College of William and Mary.

James T. Deffenbaugh (1984), *Assistant Dean for Collection Development and Technical Services*, B.A. and M.A., Catholic University of America; S.T.B., Gregorian University; M.L.S., Indiana University.

Kay J. Domine (1974), *Assistant Dean of Libraries and Building Project Librarian*, B.A., University of Michigan; M.A., University of Wisconsin-Madison.

Jessica J. Fischer (2000), *Reference Librarian*, B.A., The College of William and Mary; M.S., University of Illinois at Urbana-Champaign.

Stacy B. Gould (1997), *University Archivist*, B.A., Indiana University; M.A., Wright State University.

Nancy L. Hadley (1997), *Senior Archivist*, B.A., Princeton University; M. Arch., Rice University; M.L.S., University of North Texas.

Faye V. Harris (1991), *Music Librarian*, B.A., Whittier College; M.S., Pratt Institute.

John D. Haskell, Jr. (1978), *Associate Dean for Administration and Director of Manuscripts and Rare Books*, A.B., University of Rhode Island; M.L.S., Rutgers University; M.Phil. and Ph.D., George Washington University.

Patricia R. Hausman (1987), *Science Librarian*, A.B., The College of William and Mary; A.M.L.S., University of Michigan.

Berna L. Heyman (1968), *Associate Dean for Academic Services and Automation*, A.B., Washington University; M.S., Simmons College.

Patricia M. Kearns (1995), *Head of Bibliographic Control*, B.S., University of Virginia; M.L.S., University of Pittsburgh.

Merle A. Kimball (1973), *Serials Collection Management and Preservation Librarian*, B.A., University of Wyoming; M.L.S., Texas Woman's University.

- Mack A. Lundy III** (1993), *Systems Librarian*, B.A. and M.L.S., University of South Carolina.
- Bettina J. Manzo** (1984), *Reference Librarian*, B.A., Marywood College; M.L.S., Florida State University; M.A., University of Wyoming.
- Carol A. McAllister** (1989), *Bibliographer/Reference Librarian*, B.A., Millikin University; M.A. and M.Ed., University of Missouri-Columbia.
- Katherine F. McKenzie** (1989), *Reference Technology Librarian*, A.B. and M.S.L.S., University of North Carolina-Chapel Hill.
- Mary S. Molineux** (1999), *Head of Access Services*, B.A., The College of William and Mary; M.S.L.S., University of North Carolina-Chapel Hill.
- Catherine A. Reed** (2002), *Coordinator of Interlibrary Loan Services and Reference Librarian*, B.A., State University of New York – Oswego; M.L.S., Syracuse University.
- Susan A. Riggs** (1993), *Manuscripts Cataloger*, B.A., University of Richmond; M.A., The College of William and Mary.
- Ute Schechter** (2001), *Burger Archivist; Magister*, University of Cologne (Germany).
- Donald J. Welsh** (1989), *Coordinator of Reference Services*, B.A., University of South Carolina; M.S.L.S., University of North Carolina-Chapel Hill; M.L.A., Boston University.
- Hope H. Yelich** (1983), *Reference Librarian*, A.B., Mount Holyoke College; M.A., The College of William and Mary; M.S.L.S., Catholic University of America.
- Alan F. Zoellner** (1984), *Government Information Librarian*, B.A., Carthage College; M.A., M.L.S. and Ph.D., Indiana University.

Student Health Center

Dr. Gail Moses, Director

Appointment Line 221-2998; Front Desk, 221-4386;
E-mail: sthlth@wm.edu; Web site: <http://www.wm.edu/OSA/Health>

The Student Health Center provides high-quality, primary medical care for students becoming ill or experiencing minor emergencies while away from home. The Health Center delivers a wide variety of services, many of which are covered by the Student Health Fee included in the Tuition and General Fee. All matters between a student and the Health Center staff are confidential and, except in the case of life-threatening situations, medical emergencies, severe emotional or psychological distress, or when required by law, will not be released without the student's written consent.

Virginia State law requires all full-time students enrolling for the first time in a four-year public institution to provide a health history and an official immunization record. The College of William and Mary further requires ALL full-time students (including previously matriculated students) to submit a physical examination performed within the twelve months preceding the student's enrollment or re-enrollment, as well as provide documentation of meeting the same immunization requirements. Previously enrolled students re-entering as full-time students after an absence from campus of greater than 10 years, must also revalidate their immunization record. This information MUST be submitted on William and Mary's Health Evaluation Form; faxes or photocopies will not be accepted.

Medical services are provided for all full-time students and for those graduate students certified by the Dean of their school to be doing the "equivalent of full-time work." In order to be eligible for medical care both groups of students must have paid the Student Health Fee for the current semester and have met the Health Evaluation Form requirements including a physical examination and submission of an official immunization record.

Students choosing to seek care at an off campus site, are responsible for charges incurred. Likewise, if a Health Center provider deems it medically necessary to refer a student to an off campus specialist, this also becomes the student's financial responsibility. Students are strongly encouraged to carry health insurance to assist with the cost of health care.

Students experiencing severe emotional or psychological distress, making a threat or gesture of suicide, or attempting suicide, will be evaluated by the College's medical/emotional emergency response team and appropriate measures instituted. Anyone having knowledge of such circumstances should immediately contact the Dean of Students at 221-2510, or the Student Health Center at 221-4386.

The Student Health Center is located on Gooch Drive, south of Zable Stadium (Cary Field). Hours of operation are Monday, Tuesday, Thursday, and Friday 8:00 a.m. to 5:00 p.m.; Wednesday 10:00 a.m. to 5:00 p.m.; and Saturday 12:00 noon to 4:00 p.m. (limited services only). Appointments may be scheduled by calling 221-2998.

Counseling Center

R. Kelly Crace, PhD, University of North Carolina at Chapel Hill

Janice A. Pattis, Ed.S., The College of William and Mary

Diane D. Abdo, Psy.D., Virginia Consortium in Clinical Psychology

Deidre Connelly, Ph.D., University of Virginia

Curtis K. Greaves, Ph.D., Virginia Polytechnic Institute and
State University

Donna G. Haygood-Jackson, Ed.D., The College of William and Mary

James R. W. Linsin, Psy.D., Wright State University

Becca Marcus, M.S.W., University of Illinois at Champaign-Urbana

Carina Sudarsky-Gleiser, Ph.D., Ohio State University

Gretchen K. Baldwin, Virginia Consortium in Clinical Psychology

Sharon Clayman, Virginia Consortium in Clinical Psychology

Daniel K. Nelson, Virginia Consortium in Clinical Psychology

Director

Assistant Director

Senior Staff Psychologist

Senior Staff Sport Psychologist

Senior Staff Psychologist

Senior Staff Counselor

Senior Staff Psychologist

Senior Staff Social Worker

Senior Staff Psychologist

Clinical Psychology Trainee

Clinical Psychology Trainee

Clinical Psychology Trainee

Disability Services

Disability Services strives to create a comprehensively accessible living and learning environment to ensure that students with disabilities are viewed on the basis of ability by considering reasonable accommodation on an individual and flexible basis. The decision to request accommodation is voluntary and a matter of individual choice. Students seeking accommodation are strongly encouraged to notify the College and submit all supporting documentation early to allow adequate time for planning.

Documentation of Disability

In general, documentation should not be older than three years from the date of the first accommodation request. As appropriate to the disability, the College expects documentation to include the following seven elements:

1. A diagnostic statement identifying the disability, the date of the most current diagnostic evaluation, and the date of the original diagnosis.
2. A description of the diagnostic tests, methods, and/or criteria used.
3. A description of the current functional impact of the disability which includes specific test results and the examiner's narrative interpretation.
4. Treatments, medications, or assistive devices/services currently prescribed or in use.
5. A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
6. The credentials of the diagnosing professional if not clear from the letterhead or other forms.
7. The diagnosing professional may not be a family member.

Documentation of a cognitive impairment such as a specific learning disability, an attention deficit disorder, or a physical, medical, or psychological disorder that affects cognitive abilities must include a comprehensive report of psychoeducational or neuropsychological assessment that complies with guidelines set forth by the Association On Higher Education And Disability. For more information concerning these specific documentation guidelines, please refer to the Disability Services website: <<http://www.wm.edu/OSA/dostud/disserv.htm>>. Documentation is expected to demonstrate the impact of disability upon major life activities and to support all recommended accommodations. Documentation of disability is confidential will not be released without the student's written consent.

For more information about Disability Services, please contact:

Lisa J. Bickley
 Assistant Dean of Students for Disability Services
 109 Campus Center
 Dean of Students Office
 P.O. Box 8795
 Williamsburg, VA 23187-8795
 (757) 221-2510
 (757) 221-2302 TDD
 (757) 221-2538 FAX
 ljbick@wm.edu

ADMISSION TO THE COLLEGE

Within the limits of its facilities and its obligations as a state university, the College of William and Mary opens the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin, sexual orientation, or disability.

Undergraduate Admission

Seeking students with diverse backgrounds, interests and abilities, and welcoming applications from all interested students, the College evaluates each application on its own merits.

Application forms and admission viewbooks, which contain detailed information regarding undergraduate admission, may be obtained by consulting the College's web page (www.wm.edu) or by writing to the Office of Undergraduate Admission, The College of William and Mary, P.O. Box 8795, Williamsburg, Virginia, 23187-8795. Freshman applicants should apply by the following dates of their final year in secondary school: Applications for the freshman class are due by November 1 for Early Decision candidates and January 6 for Regular Decision candidates. Acceptance under Early Decision is binding.

Transfer applicants should apply by November 1 for the spring semester and February 15 for the fall semester.

Applications submitted after these dates will be evaluated in terms of positions available in the class at the time of application. No one will be admitted as a degree candidate later than one week prior to registration.

College policy prohibits the awarding of a second baccalaureate degree.

Notification to Applicants

Early Decision letters are mailed by December 1. Regular Decision letters are mailed by April 1. Letters to spring semester transfer applicants are mailed the first week of December, and letters to fall semester transfers are mailed by April 15.

Secondary School Preparation

Since more students apply than can be accommodated, the College uses a selective process of admission. Through this process, the applicant's total educational record is considered in relation to other students applying in an attempt to admit those with the strongest academic and personal credentials. Most candidates present as strong a college preparatory program as is available to them. Advanced Placement, International Baccalaureate, honors and accelerated courses are strongly weighted in the evaluation process. Candidates for admission typically present the following courses:

English: Four years (literature and strong training in writing).

Mathematics: Typically four years.

Foreign Language (Ancient or Modern): Four years of one foreign language recommended.

History and Social Science: Three years.

Science (with laboratory): Three years.

Elective Courses: Preferably advanced mathematics, history, natural science, English, music, art, drama and other humanities.

Candidates from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma as a minimum.

Tests of the College Entrance Examination Board

Freshman applicants are required to take the College Board Scholastic Assessment Test (SAT) or the American College Test (ACT). SAT II Subject Tests are not required to complete an application, but can be helpful in the review process.

Students can meet the College foreign language proficiency either by completing the fourth level of one foreign language in secondary school or by scoring 600 or above in the subject test in a modern foreign language or 650 or above in Latin. Students intending to continue a foreign language should see the "Foreign Language Proficiency" section for placement information.

Admission of Undergraduate Transfer Students

A transfer student is anyone who wishes to enroll in an undergraduate degree program at William and Mary and has attended another college or university as a degree-seeking student after graduation from high school. Students who have earned advanced placement or college credit only while attending high school, are not considered transfer students.

Transfer students are admitted for both the fall and the spring semesters. In order to be considered for admission, transfer applicants must be in good standing and eligible to return to their last institution of full-

time attendance. Students who have completed less than a full year of college coursework at the time of application, must submit SAT or ACT scores (unless the student has been out of high school for more than five years).

Early Admission

The College is willing to admit as regular freshmen a limited number of students with outstanding records at the end of their junior year in high school. The Admission Committee expects that these students have exhausted their high school curriculum. Such students are encouraged to seek diplomas from their secondary schools after completing their freshman year, and they must visit the campus for a personal interview.

Concurrent Courses

The College allows qualified local students to take courses for college credit concurrently with their secondary school program. Initial approval should be requested through the high school administration prior to the filing of the unclassified application, which may be secured from the Office of Undergraduate Admission. Admission as a concurrent student does not guarantee subsequent admission as a degree-seeking student.

Admission as a Part-time Degree Student

Transfer and Freshman applicants may be eligible for admission as part-time degree students if they live in the Williamsburg area, meet the usual admission standards of the College and can show compelling reasons why full-time status is not feasible. In determining whether part-time status is warranted, consideration will be given to the applicant's background. A part-time degree student must earn a minimum of 12 hours each year (two semesters and a summer term) from the date of enrollment and must complete all degree requirements in effect at the time of entrance as a part-time degree student and all concentration requirements in effect at the time of the declaration of concentration.

A maximum of 20 part-time degree students will be admitted in any one year, each assigned to an advisor who will stress the importance of building a coherent program. Part-time degree students will not be eligible for residence hall accommodations unless space is available after all full-time students have been considered.

Admission to Unclassified Status

Unclassified status offered through the Office of Undergraduate Admission is limited to: (1) students who have already earned baccalaureate degrees (official transcript required), (2) concurrent high school students, and (3) visiting students. Unclassified status is granted for one semester only; therefore, students must reapply every semester. Visiting students may attend William and Mary for one semester only. Unclassified applications must be received no later than one week prior to the first day of classes. Unclassified students are bound by all rules and regulations of the College and its Honor Code.

Unclassified Status: Admission to Graduate Programs

In special circumstances, individuals who wish to take graduate courses in the Faculty of Arts and Sciences (courses numbered 500 and above) but not enter as a degree-seeking student may be allowed to do so. Such prospective students must first present evidence to the Office of Undergraduate Admission that they have graduated from an accredited institution of higher education. The admission office then will refer prospective students to the director of graduate studies in the department or program of interest, where their application will be considered. Only individuals who have been approved by the department or program may register for graduate courses.

Visiting Students

Students enrolled full-time at other institutions may request to attend William and Mary for one semester provided they have permission from the sending college and they plan to return. Such students must submit the following materials: (1) an unclassified application; (2) transcripts of all college work; and (3) a letter from the advisor or registrar at the sending school stipulating permissible courses which will transfer to that institution. Visiting students should be aware that course offerings and housing opportunities may be limited.

Readmission

Students who are in good standing with the College but have not been in attendance in the day session for one or more semesters must submit an application for readmission to the Office of the Dean of Students and be readmitted before they are permitted to register for classes in the day session. Former students should apply for readmission as soon as possible after making the decision to resume their studies at the College. Applications must be received no later than three weeks prior to the beginning of the semester in which the

student wishes to return. Students who are not in good standing with the College should refer to the section on academic standing. This process does not apply to former students who have matriculated as degree-seeking students at another institution. These students must apply as regular transfer students.

Deferred Enrollment for Admitted Freshmen

Students who are offered admission to the freshman class may postpone their enrollment for one year by notifying the Office of Undergraduate Admission of their intentions in writing. Admitted freshmen who choose this option must submit a re-open application by February 1. These students will be guaranteed space if they satisfy previous requirements made as conditions of their original admission and do not enroll as a degree-seeking student at another institution. They must have an honorable record in the intervening year. Assurance of future admission does not apply to students who enroll as degree seeking at another institution; in such cases, it will be necessary to consider the student as a transfer applicant.

Admission to Audit Status

Students, including senior citizens, who wish to audit courses in the day session with no credit should contact the Office of the University Registrar to obtain the appropriate forms for permission to audit.

Admission to the Summer Sessions

Applicants should contact the Office of the University Registrar for an application form. Admission to a summer session does not entitle the student to admission to the regular session or degree status unless an application is submitted and approved by the Office of Undergraduate Admission according to the regular application schedule. Summer school students are bound by all regulations of the College and its Honor Code.

STUDENT FINANCIAL AID

The Office of Student Financial Aid administers all financial awards to undergraduates. Most assistance is based on financial need, with a limited number of academic and talent scholarships. All correspondence regarding financial awards, except those made by ROTC, should be addressed to:

Director of Student Financial Aid
The College of William and Mary
P.O. Box 8795
Williamsburg, Virginia 23187-8795

The Department of Military Science provides scholarships and other financial assistance for students enrolled in the College's Army ROTC Program (see page 222). Requests for information should be directed to:

Department of Military Science
The College of William and Mary
P.O. Box 8795
Williamsburg, Virginia 23187-8795

Financial Assistance

Financial assistance is available to undergraduates who need additional resources to meet the costs of education at the College. Demonstrated need is established through the analysis of the Free Application for Federal Student Aid (FAFSA). In most cases, Virginia undergraduates may expect sufficient support to enable them to attend the College for four years, while out-of-state undergraduates may in many cases expect partial support, with the level depending upon financial need and the availability of funds.

Assistance is offered for one year only, but may be renewed for each succeeding year if need continues and the student otherwise qualifies. Renewal requires the completion of the FAFSA for each succeeding year. The College's standard of satisfactory academic progress, which is generally the same as that required for continuance in the College, is outlined in the Guide to Financial Aid, available from the Office of Student Financial Aid.

Entering students include early decision, regular decision and transfers. Early decision students should file the College's Early Decision Financial Aid application by November 1 of the senior year in high school. Regular decision and transfer students should file the FAFSA by February 15. Returning students should file by March 15. Late applicants will be considered on a funds available basis.

The Financial Assistance Package

The financial assistance offer may include a grant, loan and/or part-time employment. A grant is gift assistance which is not to be earned or repaid. The Perkins Loan and the Stafford Loan must be repaid following graduation, while part-time employment provides earnings during the academic session.

The application period begins in March and extends through the academic year. Applications should be forwarded to the Office of Student Financial Aid for processing.

Financial Assistance for Students

Primary Assistance Sources

Federally funded programs include the Pell Grant, the Perkins Loan, the Stafford Loan, PLUS, the Supplemental Educational Opportunity Grant and the College Work-Study Program. The State Student Incentive Grant is jointly funded by the Federal and State Governments. In Virginia, the program is known as the College Scholarship Assistance Program (CSAP).

In addition to funding CSAP, the General Assembly of Virginia appropriates funds to public institutions for scholarships, grants and institutional part-time employment opportunities.

Endowed scholarship funds made possible through the generosity of friends and alumni of the College provide grants for needy students.

With the exception of the PLUS loan and State Grants (other than Virginia), entering students filing the FAFSA will automatically be considered for all programs listed above.

Other Sources

The State Council of Higher Education for Virginia (SCHEV) administers the Virginia Transfer Grant for minority students who transfer to William and Mary. Funds are also available through the Virginia War Orphans Act for students who are dependents of deceased or disabled Virginia veterans. Eligibility requirements and application forms may be obtained from the Office of Student Financial Aid or the Division of Veteran's Claims, P.O. Box 807, Roanoke, VA 24004. Also, any student between the ages of sixteen and twenty-five whose parent has been killed in the line of duty serving as a law-enforcement officer, firefighter or rescue squad member in Virginia, is eligible for funds. Students who meet these requirements should contact the financial aid office.

Academic and Special Scholarships

The Order of the White Jacket annually awards ten scholarships to students working in food service.

Special scholarships are awarded by various departments to undergraduates who demonstrate outstanding achievement within the College. These awards are not usually available to entering undergraduates.

Awards for students who demonstrate athletic ability are provided by the athletic department.

As participants in the College-sponsored programs of study abroad in the summer and the junior year, William and Mary students may apply for financial assistance through the Office of Student Financial Aid.

TUITION AND OTHER EXPENSES

THE COLLEGE RESERVES THE RIGHT TO MAKE CHANGES IN ITS CHARGES FOR ANY AND ALL PROGRAMS AT ANY TIME, AFTER APPROVAL BY THE BOARD OF VISITORS.

Tuition and General Fees (per semester)

An undergraduate student registered for 12 hours or more will be charged the full-time rate. Tuition for summer sessions will be charged per credit hour. Students auditing courses will be charged tuition based on total hours registered.

	In-State	Out-of-State
Full-time (12 credit hours or more)	\$2,544.00	\$9,646.00
Per credit hour	\$133.00	\$600.00

Payments and Refunds

Payment of Student Account

Charges for tuition and fees, residence hall, meal plan and miscellaneous fees are payable in advance by semester. Registration is not final until all fees are paid and may be canceled if a student's account is not paid in full by the due date, as established by the Office of the Bursar. Failure to receive a bill does not waive the requirement for payment by the due date.

Payment Methods

Payment must be made in U.S. dollars only by cash or check made payable to The College of William & Mary. A check returned by the bank for any reason will constitute nonpayment and may result in cancellation of registration. Any past due debt owed the College, (telecommunications, emergency loans, parking, health services, library fines, etc.), may result in cancellation of registration and/or transcripts being withheld. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the College's late payment fee. Credit card payments are not accepted.

Tuition Payment Plans

To assist with the payment of educational costs, the College, in partnership with Tuition Management Systems (TMS), offers the option of an Interest-Free Monthly Payment Plan. This monthly payment plan allows you to spread your expenses for tuition, room and board over a 10-month period. Information about Tuition Management Systems is mailed to all students each spring. For additional information, please contact TMS at the following address:

Tuition Management Systems, Inc.
127 John Clarke Road
Newport, RI 02842-5636
1-800-722-4867
www.afford.com

Withdrawal Schedule:

Full-time Students Who Withdraw from the College

Full-time students who withdraw from the College within five calendar days following the first day of classes are eligible for a refund of all payments for tuition and fees less the required enrollment deposit for entering students or a \$50 administrative fee for continuing students. After the five-day period, the amount of the tuition and fees to be charged will be determined based on the following schedule:

Calendar Days	Percentage Charged of Tuition and Fees
1-5	0%
6-30	25%
31-60	50%
61-112	100% (not eligible for refund)

Students will not be eligible for any refund of tuition and general fees if required to withdraw by the College. For students who withdraw from the College within 60 calendar days after the first five day period: residence hall fee adjustments will follow the tuition and fee withdrawal schedule; meal plan fee adjustments will be prorated on an actual usage basis given the last day of usage.

Refunds for student with Title IV Federal aid (Federal PELL, Federal Subsidized and Unsubsidized Stafford, Federal SEOG, Federal Work Study, Federal Perkins, Federal PLUS) who withdraw from school will be calculated in compliance with Federal regulations.

It is College policy to hold the enrolled student liable for charges incurred; therefore in the case of refunding any overpayment, refund checks will be issued in the name of the student.

Part-time Students Who Withdraw from the College

Part-time students who withdraw from the College are eligible for a refund of the semester's tuition less a \$50 administrative fee. The amount of the tuition and fees to be charged will be determined based on the following schedule:

Calendar Days	Percentage Charged of Tuition and Fees
1-10	0%
11-60	50%
61-112	100% (not eligible for refund)

Students will not be eligible for any refund of tuition if required to withdraw by the College. Meal plans of part-time students who withdraw from the College will be prorated on an actual use basis given the last day of usage.

Part-time Students Who Withdraw from a Course

A part-time student who withdraws from a course after the add/drop period and remains registered for other academic work will not be eligible for a refund. Exceptions may be made in the case of certain courses that are scheduled for a time period other than that of a regular semester.

Credit for Scholarships

Students who have been awarded financial aid are required to pay any amount not covered by the award by the established semester payment due date to avoid being charged a late payment fee. The Office of the Bursar must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees.

Eligibility for In-State Tuition Rate

To be eligible for in-state tuition, a student must meet the statutory test for domicile as set forth in Section 23-7.4 of the Code of Virginia. Domicile is a technical legal concept; a student's status is determined objectively through the impartial application of established rules. In general, to establish domicile, students must be able to prove permanent residency in Virginia for at least one continuous year immediately preceding the first official day of classes, and intend to remain in Virginia indefinitely after graduation. Residence in Virginia for the primary purpose of attending college does not guarantee eligibility for in-state tuition. Applicants seeking in-state status must complete and submit the "Application for Virginia In-State Tuition Privileges" before the first day of classes. The application is evaluated and the student is notified in writing if the request for in-state tuition is denied.

A matriculating student whose domicile has changed may request reclassification from out-of-state to in-state. Students seeking reclassification must complete and submit the "Application for Virginia In-State Tuition Privileges" to the Office of the University Registrar before the first day of classes. The Office of the University Registrar evaluates the application and notifies the student if the request for in-state tuition is denied. Any student may submit in writing an appeal to the decision made, however, a change in classification will only be made when justified by clear and convincing evidence. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2809.

In determining domicile the school will consider the following factors:

Residence during the year prior to the first official day of classes	Employment
State to which income taxes are filed or paid	Property ownership
Driver's license	Sources of financial support
Motor vehicle registration	Location of checking or passbook savings
Voter registration	Social or economic ties with Virginia

Additional information may be obtained from the William and Mary website at <http://www.wm.edu/registrar/studinfo/domicile/index.html>, or directly from the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/Students/VAdomicileInfo.asp?from=students>.

Meal Plans

William and Mary Dining Services provides a comprehensive dining program featuring a variety of meal plan options to meet the needs of each student. There are three full-service dining facilities on campus: the Commons Dining Hall and Center Court in the University Center provide "unlimited seconds" style dining and the Marketplace in the Campus Center, an ala carte food court. There are also four "grab-n'-go", Flex Point locations: Lodge One in the University Center, Tribe on the Go at the Commons Dining Hall, J. Hardy's Hideaway at the Dillard Complex, and the Dodge Room in Phi Beta Kappa Hall.

William and Mary Dining Services offers students a total of seven meal plans to choose from. The Gold Plus and Gold meal plans provide a guaranteed number of meals per day. The Green meal plan provides a guaranteed number of meals per week. The Block meal plans provide a guaranteed number of meals per semester. All of the meal plans include Flex Points. Flex Points are additional, non-taxable dollars included in the meal plan to provide flexibility and convenience. The amount of Flex Points varies according to the meal plan selected. Additional Flex Points may be purchased in increments of \$10 and added to your meal plan at anytime during the semester.

Freshmen are required to purchase either the Gold Plus or the Gold meal plan. For meal plan purposes, a freshman is defined as any student who has not yet completed two semesters of full time study, is in his or her first year of residence at the College and is housed in one of the College's residence halls. All meal plans are non-transferable.

To select a meal plan prior to the official add/drop period, visit <http://worcs.wm.edu> or call (757) 221-2105. Students may change or cancel their meal plan through the official add/drop period at the beginning of each semester. Changes and/or cancellations will not be permitted after the add/drop period. You can purchase a prorated meal plan and/or additional Flex Points at any time during the semester. If you purchase a prorated meal plan, you will not be permitted to cancel or make any changes to the meal plan for the remainder of the semester. Refunds or charges for adding, changing or canceling a meal plan are prorated weekly. Refunds are not permitted on additional Flex Point purchases. Additional Flex Points may be purchased at the ID Office in the Campus Center.

Bookstore

The College of William and Mary Bookstore, by Barnes & Noble, offers a vast selection of new and used textbooks, magazines, school and dorm supplies and William and Mary clothing and gifts. Both new and used textbooks can be sold back to the store through the buyback program. The Bookstore is also the source for official College class rings, graduation regalia and announcements. Located on Merchant's Square in Colonial Williamsburg, the bookstore features 125,000 general title book titles, a diverse music and DVD selection, an extensive children's department, and a 153-seat café featuring Starbucks Coffee. A variety of author appearances, readings, book clubs, children's occasions, and other special events are held throughout the year. The Bookstore accepts cash, personal checks with a valid ID, the William and Mary Express Card, Visa, Master Card, Discover, American Express, and Barnes & Noble certificates.

William and Mary Student Identification Card

The William and Mary student identification card is the College's official form of identification prepared by the ID Office for each student. It functions as a campus meal card, library card, an entry or access card to residence halls, recreational facilities, academic buildings and the Student Health Center. Student ID cards

are not transferable and are intended for the sole use of the student to whom it is issued. An ID used by anyone other than its owner will be confiscated and the person using the ID may be subject to disciplinary action. Because cards provides access to secured buildings and financial accounts, lost cards should be reported immediately to the ID Office during business hours, and to Campus Police evenings and weekends. These offices can issue temporary replacement cards at no charge to allow students time to search for misplaced ID's without losing access to accounts and buildings. This process also ensures that misplaced cards cannot be used by others. Temporary replacement cards must be returned to re-activate a new or found ID card and a \$15 charge is assessed for lost, stolen or damaged cards and temporary cards not returned. If an ID card has been stolen and a police report has been filed, the replacement charge is \$2.00. Undergraduates who withdraw from school must return their ID cards to the Office of the Dean of Students. For more information about the William and Mary ID card, call (757)221-2105, e-mail wmexps@wm.edu, or visit our web site at www.wm.edu/auxiliary/idoffice.

William and Mary Express Account

The William and Mary Express Account is a debit account linked to the student's ID card. When deposits are made to the account, students can use their ID cards to purchase a variety of goods and services both on and off campus. Deposits to the Express account may be made at the ID Office, Office of the Bursar, Parking Services, the Student's X-Change in the University Center, Swem Library Duplicating Office, the Value Transfer Station (VTS) machine located in the lobby of Swem Library, and now online at wmexpress.wm.edu. The Express Account provides a secure method of handling transactions without the concerns associated with carrying cash. The cards can be used to make purchases at the Bookstore, the Student's X-Change, the Candy Counter, Dining Services, the Student Recreation Center, and to make payments at Swem Library, Telecommunications, and Parking Services. No cash withdrawals may be made. Balances are shown on receipts and/or the reader display.

Residence Hall Fees

Residence Hall fees vary depending on the specific building to which a student is assigned; the average cost per semester fee is \$1,593.00. All freshman students, except those whose permanent residences are within a 30-mile radius of the College, are required to live on campus (see Student Handbook for clarification). After their freshman year, students may choose to live off campus. Residence hall fees will be prorated on a weekly basis for students acquiring on-campus housing more than two weeks after the first day of occupancy for the residence halls. Students who move out of campus housing and remain enrolled at the College will not be eligible for residence hall fee refunds unless the total occupancy of the College residences is unaffected.

Incidental Expenses

The cost of clothing, travel and incidental expenses varies according to the habits of the individual. The cost of books depends on the courses taken. Books must be paid for at time of purchase. Checks for books should be payable to The William and Mary bookstore.

Deposits and Miscellaneous Fees

Application fee	\$ 40.00
Enrollment deposit	150.00
Room deposit	200.00
Orientation fee	83.00
Room damage deposit	75.00
Room change penalty fee	25.00

Application Fee

A non-refundable processing fee of \$40 is required with an application for admission to the College for undergraduate freshmen and transfer students. If the student attends the College, this fee is not applied as credit toward their tuition and fees charges. Students applying for transfer from Richard Bland College are exempt from payment of this fee.

Enrollment Deposit

Upon acceptance for enrollment by the College, a non-refundable deposit of \$150 is required to confirm the student's intent to enroll. The deposit is applied as a credit toward tuition and fees charges.

Room Deposit

For returning students, a non-refundable deposit of \$200 is required by the College to request a room. This payment is made to the Office of the Bursar and is applied as credit toward tuition, room and board charges. Although payment of this deposit does not guarantee a place on campus, the College makes every effort to accommodate all undergraduate students who desire College housing. Students already enrolled may make this deposit at any time after December 1 of the Fall semester, but it must be paid before the designated date as established by the Office of Residence Life. No rooms will be reserved for students who have not paid a room deposit by the specified date. Entering freshmen are not required to make a room reservation deposit until they have been notified of admission to the College. Transfer and former students are required to pay the deposit upon assignment to College housing.

Orientation Fee

A non-refundable orientation fee of \$83 is required of all new undergraduate degree-seeking students. The student will be billed for the fee along with the other tuition and fees obligations.

Room Damage Deposit

A \$75 room damage deposit is required before occupancy. This deposit is refundable upon graduation or departure from College housing provided there are not damages to the premises. Room assessments and changes are made through the Office of Residence Life.

Room Change Penalty Fee

Students who change rooms without the approval of the Office of Residence Life will be charged a \$25 fee and will be required to move back into the original assignment.

Transcript Fee

Students and alumni who order official transcripts will be charged \$5 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. Transcripts must be requested in writing with a student's signature. Request forms are available in the Office of the University Registrar, Blow Memorial Hall, on line at www.wm.edu/registrar/forms/index.html, or written requests may be mailed to: The College of William and Mary, Office of the University Registrar, P.O. Box 8795, Williamsburg, VA 23187-8795, Attention: Transcripts. No transcript will be released until all financial obligations to the College are satisfied.

Special Fees

Additional fees are charged for Music Performance lessons and certain Kinesiology courses. The fees for Music Performance Lessons are \$300 per semester for a 30-minute lesson per week and \$600 per semester for a 60-minute lesson per week. Music concentrators are exempt from paying the Music Fee up to a maximum of six credit hours; however, a signed exemption certificate obtained from the Music Coordinator must be presented to the Office of the Bursar each semester.

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses. Special fees are non-refundable. Exceptions may be for certain Kinesiology courses that are scheduled for a time period that differs from that of the semester schedule.

Students who participate in William and Mary sponsored study abroad programs are required to register with the Global Education Office. The registration fee is \$50. Students who plan to study away from William and Mary for a semester or an academic year should consult with the Office of Academic Advising for procedures and instructions.

Financial Penalties

Late Payment Fee

- \$100 for full-time students
- \$ 35 for part-time students

Late fees may be assessed on accounts not paid in full by the established semester due date. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through a tuition payment plan, the payment due date is determined by the plan selected. Failure to pay by the end of the add/drop period may also result in cancellation of all classes.

Late Registration Fee

\$50 for full-time students

\$25 for part-time students

A student must petition the Office of the Dean of Students to register late or register again after cancellation. If approved, payment is due in full for all debts owed the College, including a late registration fee and late payment fee.

Returned Check Fee

A \$20 returned check fee would be charged for each unpaid check returned by the bank. If the returned check results in an unpaid account, an additional late payment fee will be charged, and cancellation of registration could result.

Parking

All motor vehicles operated or parked on College property, including motorcycles, motorbikes, and vehicles with handicapped plates or hangtags, must be registered with the Parking Services Office. Except under extreme circumstances and only with special permission are freshmen and sophomores allowed to have cars on campus. A decal is required to park on College property 24 hours a day, beginning Monday, 7:30 a.m. to Friday, 5:00 p.m., except in metered or timed spaces as posted. Parking Services' office hours are 7:45 a.m. - 4:30 p.m. Monday through Friday.

The Motorist Assistance Program (MAP) offers assistance to stranded motorists on College property 8:00 a.m.-4:00 p.m. Monday through Friday. For more information, please contact (757) 221-4764.

ACADEMIC REGULATIONS

The Honor System

Among the most significant traditions of the College of William and Mary is the student-administered honor system. The honor system is based upon the premise that a person's honor is his or her most cherished attribute. The Honor Code outlines the conduct that cannot be tolerated within a community of trust. Prohibited conduct is limited to three specific areas – lying, cheating and stealing. The Honor Code is an agreement among all students taking classes at the school or participating in the educational programs of the College (e.g., study abroad or internship activities) not to lie, cheat or steal. This agreement is made effective upon matriculation at the College and through the student's enrollment even though that enrollment may not be continuous. A complete description of rights and responsibilities can be found in the *Student Handbook*.

Academic Advising

Academic advising is recognized at the College as important to the educational development of its students and as both a natural extension of teaching and an important professional obligation on the part of its faculty. Sound academic advice can make the crucial difference between a coherent and exciting education that satisfies personal and professional goals and one that is fragmented and frustrating. It helps the student address not simply course selection and scheduling but also what a liberally educated person should be and know. Because students are responsible themselves for meeting academic goals and requirements, they are urged to take full advantage of the help and information the advisor can offer. Students should take the initiative in making appointments with the advisor for academic and other counsel. Freshmen are assigned an academic advisor in an area of academic interest to them by the Office of Academic Advising. Students are required to meet with their advisors to discuss academic, personal and professional goals; to review the academic regulations and requirements of the College; and to receive help in planning a specific program of study. Freshmen have three required advising meetings during the first year. Although students may change their advisor at any time by requesting a change at the Office of Academic Advising, most students retain the same advisor during the sophomore year. After students declare their concentration (recommended during the second semester of their sophomore year) they are assigned an advisor by the department, program or school in which they are completing a concentration. Students declaring two concentrations are assigned an advisor in both concentrations.

Class Attendance

An education system centered upon classroom instruction is obviously predicated on the concept of regular class attendance. In support of this concept, the following principles are to be observed:

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings, particularly their last scheduled class in each of their courses preceding and their first scheduled class in each of their courses following the fall break, Thanksgiving, semester break and spring holidays.
2. Students whose attendance becomes unsatisfactory to the extent that their course performance is affected adversely should be so informed by their instructor and reported to the Dean of Students.
3. Each student is responsible for notifying professors of absences, and faculty may call the Office of the Dean of Students to ask for verification of student illnesses. In view of the Honor Code, a student's explanation of class absence should be sufficient in most instances. If required by a professor, documentation of medical absence may be obtained from the Student Health Center.
4. Students who will miss classes due to personal difficulties or family emergencies should go to the Dean of Students Office as soon as possible.

Final Examinations

A final examination is an important part of the evaluation of each student's work and is expected in all courses except seminars, colloquia, studio, or writing courses where final examinations may be unnecessary or inappropriate. The final examination schedule can be viewed at <http://www.wm.edu/registrar/schd-reg/exams/index.html>. Except in narrowly defined circumstances, changes in the examination schedule are not allowed.

Requests to reschedule a final examination for a new test date within the examination period should be filed with the Dean of Undergraduate Studies, located in Ewell Hall, Room 124. Requests may be made when a student has three scheduled final examinations in three consecutive exam periods on consecutive days, when there is a conflict between a student's scheduled examinations, or when a student wishes to take an examination with a different section of the same course.

All other requests for exceptions to the examination schedule are considered as requests to defer a final examination. They should be filed with the Office of the Dean of Students, located in the Campus Center,

Room 109, and may be made on the basis of illness or other extenuating circumstances (such as a death or other family emergency, conflict with a religious holiday, or participation in activities by a student representing the College). Final examinations that are deferred will be scheduled for the beginning of the following regular semester.

Final examinations are rescheduled or deferred only for extraordinary and compelling reasons. Students should not assume that a request is approved until they receive written approval from the appropriate dean. Individual faculty members may not grant permission to reschedule or defer a final examination.

At times, unpredictable circumstances present themselves, such as a car breakdown or an accident on the way to a final examination. In such cases a student should see a member of the staff of the Office of the Dean of Students at the earliest available time to determine possible options.

Final Exams and Tests During the Last Week of Classes: Except for final laboratory examinations (including language laboratories and Kinesiology activity classes), no tests or final examinations may be given during the last week of classes or during the period between the end of classes and the beginning of the final examination period or during any reading period. Students who are assigned tests or examinations in violation of this rule should contact the Dean of Undergraduate Studies, Ewell 124.

Academic Records, Confidentiality and Privacy

Transcripts: Transcripts of academic records for the College of William and Mary are issued by the Office of the University Registrar upon the student's request. A fee of five dollars is charged for each official transcript. Payment may be made by cash, check or money order when ordering in person. Orders sent by mail must include payment in the form of a check or money order (U.S. funds). Official transcripts issued to students will be placed in a signed, sealed envelope and will bear the stamp "Official Transcript Issued to Student." Official transcripts usually are prepared and released within 3-5 working days. Additional time should be allowed for requests made at the end of the semester. It is the policy of the Office of the University Registrar not to send partial or incomplete transcripts; thus, transcripts for currently enrolled students will not be processed at the end of a semester until all grades have been received and posted to students' records. Official transcripts are usually required for admission to a college or university and for employment purposes.

Official transcripts must be requested in writing with the student's signature. Request forms are available online at <http://www.wm.edu/registrar/forms> and in the Office of the University Registrar, Room 108, Blow Memorial Hall. Requests may also be mailed to: The College of William and Mary, Office of the University Registrar, Attention: TRANSCRIPTS, P.O. Box 8795, Williamsburg, Virginia 23187-8795.

Faxed requests for transcripts are not accepted.

There is no charge for a copy of an unofficial transcript. Currently enrolled students may request an unofficial transcript in person and pick it up the following day. Unofficial transcripts will only be issued to the student or to a College of William and Mary office. Official transcripts must be requested in all other cases. Currently enrolled undergraduates may also run their Degree Audit Reports (DARS) via the web and see their academic record posted at the bottom of the report.

In accordance with the 1988 Virginia Debt Collection Act, Section 2.1-735, no official or unofficial transcript will be released for students who have outstanding fines or fees.

Verification of Enrollment or Degrees: Requests for official verification of enrollment or degrees earned at the College should be addressed to the Registrar's Office. Verbal confirmation of registration or degrees earned can often be made at the time of the phone inquiry.

Privacy of Student Records: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. Enrolled students have the following rights under the law:

1. Enrolled students have the right to inspect their records within 45 days of the request for inspection and are entitled to an explanation of any information therein. "Records" refers to those files and their contents that are maintained by official units of the College. Generally, students have the right to review any official record that the College maintains on them. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:
 - a) Confidential letters of recommendation placed in student's files before January 1, 1975, and those letters for which the student has signed a waiver of his or her right of access.
 - b) Parent's confidential financial statements.
 - c) Medical, psychiatric, or similar records "which are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice."

- d) Personal files and records of members of the faculty or administrative personnel, which are in the sole possession of the maker thereof, and which are not accessible or revealed to any person except a substitute.
 - e) Records of the Admissions Office concerning students admitted but not yet enrolled at The College. Letters of recommendation are removed from the admissions files before the files are forwarded to the Academic Advising Office.
 - f) Documents submitted to the College by or for the student will not be returned to the student. Normally, academic records received from other institutions will not be sent to third parties external to the College, nor will copies of such documents be given to the student. Such records should be requested by the student from the originating institution.
2. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate College official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested.
 3. Students have the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.
 4. Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
 5. Disclosure to members of the College community:
 - a) "School Official" is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position; or a person or company with whom the College has contracted (such as attorney, auditor, or collection agent).
 - b) A school official must have a legitimate educational interest in order to review an education record. "Legitimate Educational Interest" is defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official College business and not for purposes extraneous to the official's area of responsibility or the College; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of College employment.
 6. **Directory Information:** The College has designated the following information as "Directory Information" which may be released to the public

Student's Name	Date Degree was earned
Current Classification	Dates of Attendance
Address (permanent, local, and email)	Field(s) of Concentration
Previous schools attended and degrees awarded	Honors or Special Recognition
Telephone Number (permanent and local)	Height and weight of members of athletic teams
Degree(s) earned	Current Enrollment Status
Date of Birth	

Students may prohibit the release of directory information by filing a written request for a directory block in the University Registrar's Office. This request will remain on file indefinitely until written notice is submitted by the student to remove the directory block.

For additional information regarding students' rights related to the release of personally identifiable information, see the 'Statement of Rights and Responsibilities' in the Student Handbook.

7. **Release of Academic Information to Parents:** Students who wish their parents to have access to grades and other academic information protected by FERPA may provide consent by completing the appropriate form in the Office of the Dean of Students.
8. **Student Assessment:** William and Mary conducts periodic reviews of its curricular and co-curricular programs as part of the College's state-mandated responsibility to monitor student outcomes and assure the continuing quality of a William and Mary degree. Surveys, course portfolios (including examples of student writing), and other procedures are used to gather information about student achievement and experiences. Information collected as part of the assessment program will not be used to evaluate individual performance and will not be released in a form that is personally identifiable. Students who do not want their work to be used in institutional or program assessments must submit a letter indicating that preference to the Dean of Undergraduate Studies.

Classification of Students

Academic Classification: A student's academic classification is based on total credits earned toward a William and Mary degree.

Freshman	0 – 23 credits earned
Sophomore	24 – 53 credits earned
Junior	54 – 84 credits earned
Senior	85 or more credits earned

The College of William and Mary recognizes that many students arrive having completed college credits through a variety of programs including the Advanced Placement Program of the College Board, the International Baccalaureate Program, or concurrent enrollment programs offered through their high school. These credits are reflected in the student's academic classification.

Social Classification: A student's social classification is determined by the number of full-time semesters of study at William and Mary and elsewhere. This classification is used by various offices and programs for eligibility for experiences typically available for first year students, second year students, third year students, and fourth year students.

Student's Program

Students at the College of William and Mary are expected to remain enrolled full-time throughout their academic career. A full-time degree student must register for at least 12 and not more than 18 credits each semester. The normal load for a student planning to graduate with a degree in four years is 15 academic credits per semester, or 30 credits each academic year. An academic year is comprised of the first semester plus the second semester but does not include the Summer Session. Work successfully completed during a Summer Session is counted toward the 120 academic credits required for graduation, as is the case with transfer or advanced placement credit.

Petitions for underloads or overloads, when warranted by special circumstances, may be granted by the Committee on Academic Status; these petitions should be made in writing to the Office of the Dean of Students preferably within a period of five days before the first day of registration for the semester in question, but not later than two days before the end of the add/drop period. Only to exceptionally able students, however, will the Committee on Academic Status grant permission to carry more than 18 academic credits.

Medical Underload: With the written recommendation of a physician or psychologist, students unable to undertake a full academic schedule may petition for a medical underload. Petitions for underloads must be submitted to the Medical Review Committee of the Committee on Academic Status through the Office of the Dean of Students. The granting of a medical underload may be contingent upon additional restrictions or requirements. If granted, medical underloads processed during a semester normally do not result in any refund of tuition or fees. Inquiries regarding refunds should be directed to the Office of the Bursar. Students carrying a medical underload, who entered the College Fall 1999 or later, will be expected to meet the continuance regulations in this catalog.

Underload: Students must request approval from the Committee on Academic Status through the Office of the Dean of Students to carry fewer than 12 credit hours during a regular semester. Students carrying an unauthorized underload are subject to withdrawal after the add/drop period or can be placed on probation by the Committee on Academic Status or can be referred to Judicial Affairs for failure to comply with College Rules and Regulations. Students must pay full tuition and fees if they are carrying an unauthorized underload. An unauthorized underload counts as a full semester toward the 10-semester rule. Students carrying an underload approved before the end of add/drop may receive a reduction in tuition but pay full student fees. Students who are considering a petition for underload should consult with scholarship/financial aid and insurance providers to make certain they understand all the financial implications of a reduction in load. Students carrying an underload, who entered the College Fall 1999 or later, will be expected to meet the continuance regulations in this catalog.

Overload: Requests to enroll for more than 18 hours must be submitted to the Committee on Academic Status through the Office of the Dean of Students. Students carrying unauthorized overloads after the add/drop period are subject to required withdrawal from a class(s) to bring them to an approved load. An overload is rarely granted to students whose cumulative or regular preceding semester's grade point average is less than 3.0.

Summer School: Summer school at William and Mary consists of two five-week sessions. Students may not take more than seven hours per session. Requests for overloads must be approved by the Committee on Academic

Status. Summer School information is available in March of each year on the web at <http://www.wm.edu/registrar/schd-reg/registration/index.html>. Additional information is available from the Office of the University Registrar.

Enrollment in Graduate Courses: An undergraduate student at the College of William and Mary may take courses at the College numbered 500 or above for credit toward the bachelor's degree provided that:

1. The student has a grade point average of at least 2.5 overall and 3.0 in the subject field of the course;
2. The student has the appropriate prerequisites;
3. The material offered in the course is relevant to the student's program and is not available in the undergraduate curriculum;
4. The student obtains prior approval of the instructor and department chairperson, the Graduate Dean of Arts and Sciences and the Committee on Degrees; and
5. The student shall not receive graduate credit for the course.

Undergraduate students of the College who have a grade point average of at least 3.0 may take for graduate credit in their senior year up to six hours of courses normally offered for graduate credit, provided that these hours are in excess of all requirements for the bachelor's degree and that the students obtain the written consent of the instructor, the chair of the department or dean of the School, Dean of Undergraduate Studies, and the Graduate Dean of Arts and Sciences, at the time of registration. Such students will be considered the equivalent of unclassified (post baccalaureate) students as far as the application of credit for these courses toward an advanced degree at the College is concerned.

Registration

Continuing students are invited to register for their courses in April for the fall semester and in November for the spring semester. Registration priority is based on academic classification. Complete registration instructions are available on the web at <http://www.wm.edu/registrar/schd-reg/registration/index.html> in October for the spring semester and in March for summer school and fall semester. The Office of Academic Advising coordinates registration for incoming freshmen and transfer students.

Add/Drop: For a period after the beginning of classes a student may add or drop courses. Deadlines and procedures for adding and dropping courses are available on the web at <http://www.wm.edu/registrar/schd-reg/registration/index.html>. Students who wish to add or drop classes must do so on or before the published deadlines. Unless correct procedures are followed, course changes have no official standing and will not be recognized as valid by the College. Courses dropped during the add/drop period are not entered on the student's academic record. A student may not add or drop a course after the deadline except in unusual circumstances. In these cases, the student must submit a petition to the Committee on Academic Status. Petition forms are available through the Office of the Dean of Students. Petitions to add or drop a course must have the consent of the instructor, and the advisor's recommendation may be solicited.

Withdrawal from Course(s): After the add/drop period, students may withdraw with a grade of W from a course through the ninth week of classes. The exact deadline is available at <http://www.wm.edu/registrar/schd-reg/registration/index.html>. Students who withdraw from one or more courses must maintain a course load of at least 12 credits and must follow procedures established by the Office of the University Registrar. No other withdrawals are permitted without the approval of the Committee on Academic Status. Petition forms are available in the Office of the Dean of Students.

Withdrawal from the College: A student who desires to withdraw from the College in the course of an on-going semester should apply to the Dean of Students for permission to withdraw before the end of the ninth week of the semester. A student who acts in that time frame can be confident of approval. After the ninth week, withdrawal is allowed only for unusual circumstances. Students who wish to withdraw after the deadline should consult with the Office of the Dean of Students. Failure to be officially withdrawn will result in grades of failure recorded for all courses carried in that semester. Students who withdraw from the College in the first half of the semester are generally eligible for a partial refund of tuition and fees. Questions about refunds should be directed to the Office of the Bursar.

Students who wish to withdraw from the College for the upcoming semester must fill out paperwork and complete an exit interview with the Office of the Dean of Students prior to the beginning of that semester. Such action results in cancellation of registration and housing for the following semester.

Medical Withdrawal from the College: With the written recommendation of a physician and/or psychologist, students unable to complete the requirements for registered classes in a semester, may petition for a full withdrawal from the College. The Medical Review Subcommittee of the Committee on Academic Status reviews this request and supporting documentation. Granting of the full medical withdrawal allows the

semester to not be counted in the College's 10 semester rule. Such action results in cancellation of registration and housing for the following semester. Readmission following a full medical withdrawal is not automatic and involves a clearance procedure which includes submission by the student of all necessary documentation addressing the behaviors or conditions which caused the original withdrawal. The student is expected to begin the clearance process not less than one full month prior to the beginning of classes for the requested return semester. Readmission may be contingent upon additional restrictions or requirements for the student's safety and success.

Required Academic Withdrawal from College: Students who fail to meet applicable probationary standards or continuance requirements may be required to withdraw from the College. Those required to withdraw for academic deficiencies are not automatically eligible for readmission. The Office of the Dean of Students will not process an application for readmission from a student who has been required to withdraw unless the student has been reinstated to good standing by the Committee on Academic Status.

System of Grading

Letter Grade	Quality Points Per Credit Hour	Meaning	Credit Earned	Used to Calculate QPA?
A	4.00	Excellent	Yes	Yes
A-	3.70		Yes	Yes
B+	3.30		Yes	Yes
B	3.00		Yes	Yes
B-	2.70		Yes	Yes
C+	2.30	Satisfactory	Yes	Yes
C	2.00		Yes	Yes
C-	1.70		Yes	Yes
D+	1.30		Yes	Yes
D	1.00		Minimal Pass	Yes
D-	0.70	Yes		Yes
F	0.00	Failure		No
P		Pass	Yes	No
W		Withdraw	No	No
WM		Medical Withdraw	No	No
G		Deferred Grade	No	No
NG		Grade Not Reported by Instructor	No	No
I		Incomplete	No	No
R		Indicates that a course must be repeated	No	No
O		Satisfactory Audit	No	No
U		Unsatisfactory Audit	No	No

Repeated Courses: Certain courses are specifically designated in the College catalog as courses that may be repeated for credit. With the exception of these specially designated courses, no course in which a student receives a grade of "A", "B", "C", "D", "G", "I" or "P" may be repeated except as an audit. Any course in which a student receives a grade of "F", "R" or "W" may be repeated for a grade; if a course with a grade of "F" is repeated, both the original grade of "F" and the grade earned in the repeated course will be included in calculating the student's Quality Point Average.

Incomplete Grades: An incomplete grade indicates that an individual student has not completed essential course work because of illness or other extenuating circumstances. This includes absence from the final examination and postponement of required work with approval of the instructor. Students must make arrangements with the instructor to complete the work by a specified date. "I" automatically becomes "F" if the work is not completed by the last day of classes of the following regular semester, or if the postponed work has not been completed satisfactorily.

Pass/Fail: Courses in Arts and Sciences and in Education may be taken for undergraduate credit on a Pass/Fail basis. This option is limited to one course in each full-time semester of the junior and senior years. This option must be selected during the period beginning with the first day of classes and prior to the end of the add/drop period and is irrevocable after the add/drop period has ended. Courses taken on a Pass/Fail basis may not be used to satisfy proficiency, minor or concentration requirements. However, courses taken Pass/Fail in a student's concentration and failed will be calculated as part of the student's concentration QPA; and all courses taken Pass/Fail and failed will be calculated as part of the student's cumulative QPA. Courses used to satisfy GERs may not be taken Pass/Fail except where courses have been designated Pass/Fail, such as physical activity courses in the Department of Kinesiology.

Audit: An undergraduate course may be audited after obtaining permission of the instructor on the Registration Permission form, which is available at <http://www.wm.edu/registrar/forms> or in the Office of the University Registrar. If the student meets the requirements for auditors prescribed by the instructor, the course will be included on the transcripts with the symbol 'O' (satisfactory audit). Where those requirements have not been met, the course will be included on the transcript with the symbol 'U' (unsatisfactory audit). No credit or quality points are earned.

Grade Review

A student who believes that a final course grade has been unfairly assigned must first discuss the grade with the instructor. If, after the discussion, the issue has not been resolved, the student must file a formal written statement requesting a grade review and giving a full explanation of the reasons for the request. The student must file such a request with the appropriate office by the end of the sixth week of the next regular semester following that in which the grade was received. Procedures for filing a grade review request differ by school. For Arts and Sciences courses, students should consult the Dean of Undergraduate Studies; for Business courses, students should consult the BBA program director; for Education courses, students should consult the Dean of the School of Education.

Dean's List

The Dean of the Faculty of Arts and Sciences maintains a Dean's List each semester of full-time degree-seeking undergraduate students who have completed at least 12 credit hours for a letter grade and earned a 3.6 Quality Point Average. This recognition is noted on the student's academic transcript.

Continuance Standards

Continuance Standards for students entering the College in Fall 1999 or after: In order to graduate, students must have completed 120 credits in academic subjects with a quality point average (Q.P.A.) of 2.0 both overall and in their field of concentration. After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College and applied by the Committee on Academic Status. The minimum requirements for Continuance for undergraduates entering the College fall 1999 or later are the following cumulative Q.P.A.s and credits earned at William and Mary, including Q.P.A.s and credits earned at William and Mary summer school:

Semester at William and Mary	W&M Cumulative QPA	W&M Cumulative Credits
1	1.7	9
2	1.7	21
3	1.85	33
4	2.0	48
5	2.0	60
6	2.0	72
7	2.0	84
8	2.0	96
9	2.0	108
10	2.0	120

The following regulations apply to the College's Continuance policy for students entering the College Fall 1999 or later:

- Only W&M credit will count in determining whether students are meeting Continuance Standards. Transfer, Advanced Placement (AP) and International Baccalaureate (IB) credit will not count for this purpose, although as specified by regulations in the Catalog these credits may count toward 120 credits required for graduation and toward general education and concentration requirements.
- Transfer students as well as freshmen begin at the College under the Continuance Standards for semester 1 in the above table.
- Students whose Q.P.A. falls below 2.0 in any semester will receive a warning letter from the Office of the Dean of Students.
- Students whose academic work falls below the minimum Q.P.A. and/or earned credit Continuance Standards will be placed on probation for the following semester.
- Students on probation may not enroll in more than 15 credit hours per semester.
- While on probation, students must earn a 2.0 semester Q.P.A. or better and pass at least 12 credits.
- Students on probation must participate in the Academic Intervention Program offered by the Office of the Dean of Students during their probationary semester. Students on probation must also meet with their Academic Advisor before registering for the subsequent semester. Registration for the following semester will not be permitted until these requirements are met.

- Students on probation have two regular semesters to bring their academic work up to or beyond the Continuance Standards. If they are unsuccessful in meeting or surpassing the Continuance Standards during their first probation semester, they remain on probation during the second semester and must participate in an Academic Intervention program.
- Students who are placed on probation or are continuing on probation at the end of a semester but earned at least a 2.0 Q.P.A. and 12 credits during that semester will be removed from probation if they meet their Continuance Standards by the end of summer school. This applies only for work at W&M summer school. Determination of eligibility for removal from probation will be done at the end of that summer school.
- Students who do not meet the conditions for probation will be required to withdraw from the College for academic deficiencies.
- Students may petition the Committee on Academic Status for individual exceptions to the above Continuance Standards. (Petition Forms are available at the Office of the Dean of Students or on the Web at www.wm.edu/OSA/dostud/forms.htm.)
- An unclassified student enrolled fall 1999 or later for 12 or more academic hours must meet the Continuance Standards applicable to the regularly enrolled student.

Continuance Standards for students who entered the College between Fall 1995 and Fall 1999: In order to graduate, students must have completed 120 credits in academic subjects with a quality point average (Q.P.A.) of 2.0 both overall and in their field of concentration. After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College and applied by the Committee on Academic Status. The minimum requirements for Continuance for undergraduates entering the College before fall 1999 are as follows:

After Full-time Semester	Semester QPA	Semester Academic Credits	Cumulative QPA	Cumulative Academic Credits
1	1.1	9		
2	1.1	9	1.1	18
3	1.4	9		
4	1.4	9	1.4	42
5	1.7	9		
6	1.7	9	1.7	66
7	1.9	9		
8	1.9	9	1.9	90
9	2.0	12		
10	2.0	12	2.0	120

- Students whose Q.P.A. falls below 2.0 in any semester will receive a warning letter from the Office of the Dean of Students.
- Students whose academic work falls below the minimum Q.P.A. and/or earned credit Continuance Standards will be placed on probation during the following semester.
- While on probation, students must earn a semester 2.0 Q.P.A. while passing at least 12 credits.
- Students on probation who are in their 2nd, 4th, 6th, 8th and 10th semester must also meet the minimum cumulative standard for that semester.
- Students on probation who enroll in Summer School at William and Mary must pass all courses taken with grades of "C" or better. Since Summer School is not a probationary semester, students may not be released from probation due to summer school work.
- A student who fails to meet the probationary standards will be required to withdraw from the College for academic deficiencies.
- Students may petition the Committee on Academic Status for individual exceptions to the above Continuance Standards. (Petition Forms are available at the Office of the Dean of Students and on the Web.)
- Transfer students who entered the College before fall 1999 must meet the above Continuance Standards. For such students, credits brought in at the time of transfer to the College are used to calculate which full-time semester applies for Continuance review.
- An unclassified student enrolled for 12 or more academic hours must meet the Continuance Standards applicable to the regularly enrolled student.

Continuance Standards for Students who entered the College before Fall 1995: Students whose first full-time semester was prior to fall semester 1995 should consult the College catalog under which they entered for the Continuance and probation standards that apply to them.

Reinstatement

Students who are not in good academic standing with the College, but who wish to seek readmission to the College of William and Mary, must submit a petition for reinstatement to good standing to the Committee on Academic Status. Petitions should be made well in advance of registration for the fall and spring semesters. For information on specific procedures, contact the Office of the Dean of Students. Reinstatement to good standing and readmission to the College are not automatic, but at the end of certain specified periods the student is eligible to seek these considerations from the Committee on Academic Status and the Office of the Dean of Students respectively. A student who is asked to withdraw in January for academic deficiency may apply no earlier than April of the same year for reinstatement and for readmission for summer or fall. A student who is asked to withdraw in May or during Summer School may apply no earlier than October for reinstatement and for readmission to be effective in January. It is extremely unlikely that a student who is required to withdraw twice from the College for academic deficiencies by the Committee on Academic Status will ever be reinstated to good standing.

REQUIREMENTS FOR DEGREES

The College of William and Mary confers in course the following degrees, each under the jurisdiction of the Faculty or School indicated:

Faculty of Arts and Sciences: Bachelor of Arts (A.B.), Bachelor of Science (B.S.), Master of Arts (M.A.), Master of Public Policy (M.P.P.), Master of Science (M.S.), Doctor of Philosophy (Ph.D.) and Doctor of Psychology (Psy.D.).

The M.A. is offered in American studies, anthropology, applied science, biology, chemistry, history, physics and psychology. The M.S. is offered in applied science, computer science and physics. The Ph.D. is offered in American studies, applied science, computer science, history and physics.

School of Business Administration: Bachelor of Business Administration (B.B.A.), Master of Business Administration (M.B.A.) and Master of Accounting (M.A.C.)

School of Education: Master of Arts in Education (M.A.), Master of Education (M.Ed.) Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.)

School of Law: Juris Doctor (J.D.) and Master of Laws in Taxation (LL.M.).

School of Marine Science: Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).

The requirements for the baccalaureate degree of Bachelor of Business Administration will be found on page 303 of this catalog. The requirements for graduate degrees are stated in the Graduate Catalog of the Faculty of Arts and Sciences or the Catalogs of the individual Schools.

The undergraduate degrees of Bachelor of Arts and Bachelor of Science are liberal arts degrees. A liberal education, although it has no single fixed definition, is more than a haphazard accumulation of courses. Its essential purpose is to liberate and broaden the mind, to produce men and women with vision and perspective as well as specific practical skills and knowledge.

The major foundations on which a liberal education must be built are well-recognized. For these reasons, the College requires all of its undergraduates to plan, with the help of faculty advisors and within the framework of broad general degree requirements, programs of liberal education suited to their particular needs and interests.

The general degree requirements set forth below are designed to permit a high degree of flexibility for each student in planning an individualized program of liberal education within broad basic limits. In this planning, the student and advisor should build upon the student's previous preparation. First-year students should pursue, at the highest level preparation allows, at least one study in which they have interest and competence. As early as possible such students should explore some studies with which they are unfamiliar in order to open up new interests and opportunities.

Students should take care to lay the foundations for future specialization, in college or beyond in graduate or professional school, by anticipating specific prerequisites. A liberal education presupposes certain proficiencies. Foremost among these is the ability to express oneself clearly both in speech and writing, for clear expression goes hand in hand with clear thinking. Another invaluable foundation of a liberal education is some experience with a foreign language, at least to the point where a student begins to see the cultural as well as practical values of foreign language study. Because students entering college differ widely in their previous preparation in these respects, the proficiency requirements of the College establish only basic minimums; but such students are encouraged to proceed beyond these minimums to whatever extent their interests and abilities suggest.

The Freshman Seminar requirement provides first-year students with a substantive seminar experience that is reading-, writing- and discussion-intensive. The goal of freshman seminars is to initiate students into the culture of critical thinking and independent inquiry that is at the core of the undergraduate program.

The College has identified seven General Education Requirements (GERs) that each student must satisfy before graduation. GERs are each defined by a specific domain of knowledge, skill or experience that the faculty considers crucial to a liberal education. Students have a wide range of courses from which to choose to meet each of the GERs: for example, approved courses for GER 7, "Philosophical, Religious and Social Thought," are offered by at least five different departments. When combined with the thoroughness and focus brought by the student's concentration and the freedom of exploration brought by the elective component of the student's curriculum, the GERs help to develop the breadth of integrated knowledge that characterizes the liberally educated person.

Finally, in the area of the chosen concentration, every student is required to pursue in depth the exploration of a specific academic discipline or two or more related ones through an interdisciplinary concentration. Here the student has the fullest possible opportunities for both independent study and work in a Concentration Honors program, as well as for regular course work.

The Faculty of Arts and Sciences of the College determines the degree requirements for the A.B. and B.S. degrees, including the determination of the regulations governing academic standards, grading and class attendance. Obligation to its educational mission gives to the College the right and responsibility, subject to the employment of fair procedures, to suspend, dismiss or deny continuance of a student whose academic achievement does not meet established College standards.

Requirements for degrees are stated in terms of semester credits which are based upon the satisfactory completion of courses of instruction. Usually one semester credit is given for each class hour a week through a semester. A minimum of two hours of laboratory work a week through a semester will be required for a semester credit. A continuous course covers a field of closely related material and may not be entered at the beginning of the second semester without approval of the instructor.

Placement, Credit by Examination and Transfer Credit

College Board Advanced Placement

Entering students interested in receiving academic credit and/or advanced placement for college level work undertaken before entering William and Mary should take the College Board Advanced Placement Examination. Advanced Placement Examinations may be taken in art, art history, American history, biology, classical languages, chemistry, computer science, economics, English, environmental science, European history, government, human geography, mathematics, modern languages and literatures, music, physics, psychology and statistics. These examinations are graded by the College Entrance Examination Board on a 5 point scale.

The policies in each department governing credit and/or advanced placement for scores on AP examinations vary according to how the material covered by examinations fits the curriculum of the department. Members of the William and Mary faculty are actively engaged with the College Board in the development and grading of AP examinations.

In most departments, academic credit and/or advanced placement is routinely awarded based on the test score. In some cases, the Advanced Placement Examinations are reviewed by the faculty in the appropriate department at William and Mary to determine whether advanced placement and/or academic credit is warranted, using the content of the College's introductory course as a guide.

Credit received through the Advanced Placement program may be applied toward degree requirements, including proficiency, General Education Requirements, minor and concentration requirements. However, mere exemptions from courses may not be applied toward General Education Requirements. Only awarded credit may apply toward these.

The College of William and Mary grants credit or course exemptions in the following areas for Advanced Placement Examinations:

Advanced Placement Exam	Score	Course and Credit Granted	Course Exemption (No Credit Granted)
APIEL (International English Language)	4 or 5	Departmental Review	Departmental Review
Art History	5	Art History 251 (3) Art History 252 (3)	
Art Studio Drawing	5	Portfolio Review for Art 211 or 212 (3)	
Art Studio: Art 2-D Design Art Studio: Art 3-D Design		Portfolio Review Portfolio Review	
Biology	5	Biology 100 (3) Biology 102 (1)	Biology 200,203,204

If a student elects to enroll in Biology 203 and/or 204, the 3 credits will not be applied towards either the concentration or minor and instead will be applied towards general graduation credit. Likewise, enrollment in BIO 200 converts the 1 biology concentration or minor credit to general graduation credit.

Chemistry	5	Chemistry 103 (3) Chemistry 151 (1) Chemistry 308 (3) Chemistry 354 (1)	
-----------	---	--	--

64 • REQUIREMENTS FOR DEGREES

Chemistry	4	Chemistry 103 (3) Chemistry 151 (1)	
Computer Science A Computer Science AB	4 or 5 3, 4, or 5	Computer Science 141 (4) Computer Science 141 (4)	
Microeconomics	4 or 5	Economics 101 (3)	
Macroeconomics	4 or 5	Economics 102 (3)	
English Composition and Literature	4 or 5	English 201 (3)	Writing 101
English Language and Composition	4 or 5		Writing 101
Environmental Science	5	Biology 108 (3)	
Environmental Science	4		Biology 108
Comparative Government	4 or 5	Government 203 (3)	
American Government	4 or 5	Government 201 (3)	
Human Geography	4 or 5	Government 381 (3)	
European History	5	History 111 (3) History 112 (3)	
European History	4	History 112 (3)	History 111
European History	3		History 111 and 112
American History	5	History 121 (3) History 122 (3)	
American History	4		History 121 and 122
World History	4 or 5	No exemption; 0 credit	
Latin Literature	5	Latin 202 (3)	
Latin Literature	4	Latin 201 (3)	
Latin Vergil	5	Latin 202 (3)	
Latin Vergil	4	Latin 201 (3)	
<i>SAT II Latin Subject Test of 650 or higher will also receive 3 credits for Latin 202.</i>			
Latin Literature and Virgil Combined	5 in both or 4 and 5	Latin 201 (3) Latin 202 (3)	
Latin Literature and Virgil Combined	4 on both	Latin 201 (3)	
<i>SAT II Latin Subject Test of 650 or higher will also receive 3 credits for Latin 202.</i>			
Calculus AB	4 or 5	Math 111 (4)	
Calculus AB subscore – no credit or exemption			
Calculus BC	4 or 5	Math 111 (4) Math 112 (4)	

Calculus BC	3	Math 111 (4)	
French Language or French Literature	5	French 206 (3) French 210 (3)	
French Language	4	French 206 (3)	
French Literature	4	French 210 (3)	
French Language or French Literature	3	French 202 (4)	
German Language	5	German 205 (3) German 206 (3)	
German Language	4	German 206 (3)	
German Literature	5	German 205 (3) German 208 (3)	
German Literature	4	German 208 (3)	
German Language or German Literature	3	German 202 (3)	
Spanish Language	5	Hispanic Studies 206 (3) Hispanic Studies 207 (3)	
Spanish Language	4	Hispanic Studies 206 (3)	
Spanish Literature	5	Hispanic Studies 207 (3) Hispanic Studies 208 (3)	
Spanish Literature	4	Hispanic Studies 208 (3)	
Spanish Language or Spanish Literature	3	Hispanic Studies 202 (3)	
Music Theory <i>Music Aural & Nonaural subscore – no credit or exemption</i>	4 or 5	Music Elective (4)	
Physics B	5	Physics 107 (4) Physics 108 (4)	
Physics CM	5	Physics 101 (4)	
Physics CEM	5	Physics 102 (4)	
Psychology	5	Psych 201 (3) Psych 202 (3)	
Psychology	4	Psych 201 (3)	Psych 202
Statistics	4 or 5	Statistics Elective (3)	

International Baccalaureate

Entering students who have taken the examinations for the International Baccalaureate (IB) may receive academic credit and/or exemption for college level work undertaken before enrolling at William and Mary. The examinations are graded on a 7 point scale. The policies in each department governing credit and/or exemption for scores on IB examinations vary according to how the curriculum covered by an examination fits the curriculum of the department. In most departments, academic credit and/or exemption is routinely awarded based on the test score. In some cases, the IB examination is reviewed by the faculty in the appropriate department to determine whether advanced placement and/or academic credit is warranted. Members of the

William and Mary faculty are actively engaged with the International Baccalaureate North America office. Information on current policies is available from the Office of the Dean of Undergraduate Studies. Credit received through the IB program may be applied toward degree requirements, including proficiency, General Education Requirements, minor and concentration requirements.

The College of William and Mary grants credit or course exemptions in the following areas for International Baccalaureate Examinations:

International Baccalaureate Higher Level Exam	Score	Course and Credit Granted	Course Exemption (No Credit Granted)
Art/Design	6 or 7	Departmental Review	Departmental Review
Biology	5, 6 or 7	Biology 100 (3) Biology 102 (1)	Biology 200, 203, 204
Classical Studies	5, 6 or 7	Departmental Review	Departmental Review
Chemistry	6 or 7	Chemistry 103 (3) Chemistry 151 (1) Chemistry 308 (3) Chemistry 354 (1)	
Chemistry	5	Chemistry 103 (3) Chemistry 151 (1)	
Economics	5, 6 or 7	Economics 101 (3) Economics 102 (3)	
English	6 or 7	English 201 (3)	Writing 101
English	5		Writing 101
World History	6 or 7	History 192 (3) History elective (3)	
History Americas	6 or 7	History 104 (3) History elective (3)	
History Europe	6 or 7	History 112 (3) History elective (3)	
Mathematics	6 or 7	Math 111 (4) Math 112 (4)	
Mathematics	5	Math 111 (4)	
Music	6 or 7	Departmental Review	
French	6 or 7	French 206 (3) French 210 (3)	
French	5	French 206 (3)	
French	4	Language requirement fulfilled	
German	6 or 7	German 205 (3) German 206 (3)	
German	5	German 206 (3)	
German	4	Language requirement fulfilled	

Spanish	6 or 7	Hispanic Studies 206 (3) Hispanic Studies 207 (3)	
Spanish	5	Hispanic Studies 206 (3)	
Spanish	4	Language requirement fulfilled	
Human Geography	6 or 7	Government 381 (3)	
Philosophy	5, 6 or 7	Departmental Review	Departmental Review
Physics	6 or 7	PHYS107 (4) PHYS108 (4)	
Psychology	6 or 7	Psych 201 (3) Psych 202 (3)	
Psychology	5	Psych 201 (3)	

Credit by Examination

Students at the College may request academic credit for courses by examination. Interested students should petition the Committee on Degrees for permission to take an examination for credit. If the petition is granted, the department at the College in which the course is normally offered sets an appropriate examination and certifies the results to the registrar. Students may not receive credit by examination after registration for their final semester, or when they are enrolled in the course at the time of the request, or when upper level course work in the same subject has already begun, or when the same course has previously been failed.

William and Mary does not participate in the College Board CLEP program or in the Subject Standardized Test of the United States Armed Forces Institute.

Transfer Credit

Transfer of Credit from Institutions in the United States: The Office of Academic Advising is responsible for evaluating domestic transfer credit. Transfer credit is granted for any course taken at an accredited college or university in which the student prior to coming to the College has earned a grade of "C-" or better (or, in the case of a course taken on a Pass/Fail basis, a grade of "P"), provided that the course is comparable to a course offered for academic credit at the College. A course is deemed comparable to a course offered for academic credit at the College if either (a) the course is similar to a course presently offered for academic credit at the College, or (b) it is not similar to an existing course, but is recommended for credit by an existing academic program or department at the College. Thus, it is not necessary that a course exactly match or be similar to a course offered at the College in order to be granted transfer credit. Equivalent credit is granted for courses satisfying condition (a). Elective transfer credit is granted for courses satisfying condition (b). For institutions on the quarter system two-thirds of the credits will be transferred to the College. Courses given equivalent status may be used to satisfy proficiency, minor, concentration, or if three or more credits, GER requirements. Courses granted elective transfer credit will count toward the total number of academic credits required for the baccalaureate degree, but they may not be used to meet GER, proficiency, minor or concentration requirements unless approval has been granted by the College's Committee on Degrees.

Transfer credit will not be granted for courses which belong in one or more of the following categories: a) correspondence, computer or distance learning courses, b) courses in professional, vocational or sectarian religious study, c) courses below the level of introductory courses at the College, d) modern language courses which repeat the level of courses previously taken in high school or at other colleges, e) freshman English courses of more than one semester which are devoted primarily to writing or composition and f) college orientation courses. The College does not grant credit for attendance in service schools or training programs in the Armed Forces unless it can be demonstrated that such attendance is the equivalent of a course or courses offered at William and Mary. Academic courses taken while on military service at accredited colleges, universities or language institutes may be transferred in the normal manner. No credit will be granted for general military training, or for work done while a student is not in good standing. (Please refer to the following sections for Transfer Credit from Foreign Institutions and Summer School elsewhere.)

Students transferring with an Associate of Arts, Associate of Sciences or Associate of Arts and Sciences degree in a baccalaureate-oriented program from the Virginia Community College System or Richard Bland College are granted junior status (defined as at least 54 credits). These students are considered to have completed lower-division general education requirements, but are expected to fulfill the College's foreign language proficiency requirement, GER 4B (History and Culture outside the European Tradition), GER 6 (Creative and Performing Arts), and GER 7 (Philosophical, Religious and Social Thought), and all

concentration requirements. Admitted students who are certified by the Virginia Community College System as having completed the “transfer module,” achieving no grade below C in the specified courses, will receive 35 credits at the College and will have made significant progress toward meeting the degree requirements. They will still be responsible for meeting all degree requirements including all general education requirements of the College. The Guide for Transfer Students from Virginia Community Colleges provides additional information. Performance information concerning these transfer students will be shared confidentially with the two-year colleges from which they transfer.

Evaluations of credits earned from other institutions are made after a student has been selected for admission and has indicated an intention to enroll. Students may not assume that credit will be given for work at other institutions until they have a written statement as to what credit will be accepted. Transfer grades do not affect degree requirements, quality point average or class rank. While there is no limit to the number of courses which may be transferred, William and Mary requires that at least 60 semester credits, including a minimum of 15 credits in the concentration, be earned in residence at the College in Williamsburg.

Transfer of Credit from Foreign Institutions: Students entering William and Mary from foreign institutions may receive academic credit for college level work undertaken before enrolling at the College. The Dean of Undergraduate Studies evaluates each student’s record and upon consultation with the Office of Admission and appropriate departments determines credit to be awarded. Information on current policies is available from the Office of the Dean of Undergraduate Studies. Students who plan to study abroad should contact the Reves Center for International Studies during the semester prior to the study abroad experience and follow the appropriate procedures for prior approval of transfer credit.

Domestic Study Away (which includes Summer School Elsewhere): Any student of the College who proposes to attend school elsewhere, including a summer session must have written permission in advance from the Office of Academic Advising in order to insure that credit will be transferred. No retroactive transfer of such credit will be permitted. Forms are available in the Office of Academic Advising. After a student enrolls at the College, courses taken at other institutions, either during the regular academic year or in a summer session may not be used to satisfy proficiency, GER, minor or concentration requirements unless special approval has been granted by the Committee on Degrees. One exception is that modern language courses at the 101, 102 and 201 levels may count toward satisfying the language proficiency requirement even though taken at summer school elsewhere. This exception applies solely to these three language course levels. See also Study Abroad section.

Courses taken in summer school or intersession elsewhere must be at least four weeks long and must meet at least 12.5 hours per semester credit transferred to William and Mary. Courses lasting six weeks or longer must meet for at least 32.5 hours for a three semester credit course. Other courses will not receive permission of the Committee on Degrees unless the nature of the course and the special educational value of the course to the student’s program are demonstrated. A maximum of 14 credits may be transferred for work taken during one summer.

Requirements for the Baccalaureate Degree

General Requirements

One hundred and twenty semester credits are required for graduation. Students must earn a minimum Quality Point Average of 2.0 for all courses at William and Mary for which they receive grades of A, B, C, D or F. Students also must earn a minimum Quality Point Average of 2.0 for all courses in their fields of concentration.

Students must fulfill the general degree requirements set forth in the catalog at the date of entrance to the College, and must fulfill the concentration requirements in effect when the choice of concentration is declared. Students who fail to graduate within six calendar years of the date of entrance to the College relinquish the right to graduate under the requirements set forth in the catalog at the time of entrance and concentration declaration, and must fulfill the requirements set forth in the catalog under which they re-enter the College as a degree candidate for the final time prior to graduation. If a student has not been enrolled at the College for five calendar years or more since the end of the last semester of registration at William and Mary, the student’s record is subject to re-evaluation under regulations available in the Office of the Dean of the Faculty of Arts and Sciences.

Credit Hour Residency Requirement

No degree will be granted by the College until the applicant has completed a minimum of 60 semester credits in residence at the College in Williamsburg. This period must include the last two full-time semesters in which credits counted toward the degree are earned. In addition, a minimum of 15 semester credits in the concentration must be taken in residence at the College.

Ten Semester Rule

A student must complete degree requirements within 10 semesters. A fall or spring semester during which a student attempts 12 or more academic credits counts as one semester under the 10 semester rule. Summer Session, transfer credits and underloads are counted as follows:

- The total number of academic credits attempted during Summer Session is divided by 15, the normal course load during a regular semester. For example, six hours attempted during Summer Session count as 6/15 of a semester.
- Academic credit transferred to the College from other institutions and underloads approved by the Committee on Academic Status for fall or spring semesters are counted proportionally in the same manner as Summer Session credits.

Forty-Eight Hour Rule

Of the 120 semester credits required for graduation, no more than 48 semester credits may be applied in a single subject field. Although students may earn more than 48 semester credits in a single subject, a minimum of 72 semester credits must also be earned in other subject fields. For example, if a student has 55 semester credits in English, then she or he will have to earn a total of 127 credits to graduate. (Exceptions to the 48 hour rule occur in East Asian Studies; consult the Catalog section on International Studies; and for students declaring a concentration in Art (not Art History); consult the Catalog section on the Department of Art and Art History, p. 86.)

Dance, Kinesiology and Music Credit Hour Limitations

Of the 120 semester credits, no more than four semester credits may be in a program of physical activity. (Kinesiology concentrators may count up to six credits of physical activities toward the 120 semester credits.)

Although students may take as many credits as they wish of applied music lessons and ensemble, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not concentrating in Music.

Although students may take as many credits as they wish of dance technique and performance, a maximum of 12 credits may be applied toward the 120 credits required for a degree by those not minoring in Dance. Students minoring in Dance may apply no more than 16 credits of dance technique and performance toward 120 credits required for a degree.

Several departments offer introductory statistics courses: The School of Business Administration (BUS 231), the departments of Economics (ECON307), Kinesiology (KIN 394), Mathematics (MATH106 and 308), Psychology (PSY 301), and Sociology (SOC 401). No more than two of these introductory statistics courses may be counted toward the 120 hour degree requirement.

Students requesting exemption from any of the requirements for the degrees of A.B. and B.S. must petition the Committee on Degrees. Students who wish to initiate a petition should contact the Office of the Dean of Undergraduate Studies, Faculty of Arts and Sciences. In exceptional cases, students, by petition to the Committee on Degrees, may be released from normal requirements and permitted to devise their own programs in consultation with an advisor and subject to the approval of the Committee.

A student's academic record is closed (i.e., it cannot be changed or amended) once the student's degree has been conferred.

College policy prohibits the awarding of a second baccalaureate degree.

1. Proficiencies Required

A. Foreign Language Proficiency

Unless students have completed the fourth year level in high school of a single ancient or modern foreign language, or demonstrate proficiency by achieving scores of 600 on the College Board SAT II Subject Test in French, German, Russian or Spanish, or scores of 650 on the Test in Latin, they must satisfactorily complete a fourth semester course (or above)-and all necessary prerequisites-in a language in college. The following additional placement rules apply to modern languages:

Placement in modern languages by years of high school study:

1. with one year of high school study, enroll in 101 or 102, or take placement exam;
2. with two years, enroll in 201 or take placement exam;
3. three years, no credit given for 101 or 102, enroll in 202;
4. four years, no credit given for 101-202, enroll in upper-intermediate courses— French 151, 210 or German 205, 208 or Hispanic Studies 151, 207 are recommended; and
5. five years, no credit given for 101-202, French 151, 210, 305, German 205, 208, 305 or Hispanic Studies 151, 207, 305 are recommended.

Placement in modern languages by foreign language SAT II scores: Normally students who earn scores of:

1. 000-390 are placed in a 101 course;
2. 400-490 are placed in a 201 course;
3. 500-590 are placed in a 202 course;
4. 600-650 are placed in French 151 or 210, German 205, Hispanic Studies 151 or 207; and
5. 650-800 are placed in a freshman seminar or an advanced course French 151 or 305, German 208 or 305, Hispanic Studies 151 or 305.

For placement credit under Advanced Placement scores, see catalog section on Advanced Placement. Petitions for exceptions to the above placement policies must be made in writing to the chair of the modern languages and literatures department. Students with documented learning disabilities, aural/oral impairments or other disabilities which make the study of a foreign language impossible or unreasonably difficult should consult with the Assistant Dean of Students for Disability Services upon matriculation and, if appropriate, petition the Committee on Degrees to modify the foreign language requirement. Guided by test results and the recommendations of professionals, the committee may allow the substitution of other appropriate courses. Except under extraordinary circumstances, substitution of courses will not be approved after pre-registration for the senior year. Selection of the courses must be made in consultation with the Dean of Undergraduate Studies, Faculty of Arts and Sciences. These courses cannot be used to satisfy any General Education Requirements or a minor or concentration requirement. They may not be taken using the Pass/Fail option.

B. Writing Proficiency

- i. Lower Division Writing Requirement: All students must satisfactorily complete with a grade of C- or better, by the end of their fourth semester and normally during their first year at the College, a one-semester course in writing—either Writing 101 or a freshman seminar or a lower-division course designated “W”. The only exemptions to this requirement are through AP, IB or transfer credit (see appropriate catalog sections).
- ii. Concentration Writing Requirement: In addition, all students must satisfy the Concentration Writing Requirement described by each department, program or school. Students must satisfy the lower-division writing proficiency requirement before attempting the Concentration Writing Requirement. If the department, program or school specifies a graded course or courses to satisfy the requirement, the student’s grade(s) in that course or those courses must be C- or better. The purpose of the Concentration Writing Requirement is to ensure that students continue to develop their ability to write in clear, effective prose which contains sustained and well-developed thought. The Concentration Writing Requirement must provide students with a series of opportunities to practice their writing, especially as commented upon by an instructor. Each student is expected to complete the writing requirement before the beginning of the graduating semester, normally during the junior and senior years; where the requirement may be met through a Concentration Honors paper, a senior paper, or the like, it may be completed as late as the end of the graduating semester. When a student has a double concentration the requirement applies in each concentration.

C. Computing Proficiency

All students must satisfy a Concentration Computing Requirement. Each department and program or school has described how the Concentration Computing Requirement is fulfilled. Consult the catalog section for the appropriate department or program.

D. Physical Activity Proficiency

A student must pass the equivalent of two physical activity courses. This may be accomplished by passing two physical activity courses; passing two proficiencies; or passing one activity course and one proficiency. Proficiencies do not receive academic credit. A proficiency is demonstrated by participation in a varsity sport or by successful completion of a proficiency test given by the Department of Kinesiology or Dance Program. Varsity participation will be certified annually for each sport based on the initial NCAA eligibility list. Proficiency tests are given only in the beginning of the fall semester and only students who are currently enrolled are eligible to take a proficiency test. Proficiencies are given for SCUBA, the martial arts and swimming upon presentation of an accepted certification card to the chair of the Department of Kinesiology. Proficiencies will not be granted in an activity for which a person has already received a proficiency or a credit. The only exception is for a student who has two seasons of participation in the same varsity sport. Students may not receive credit for a course in which they already have a proficiency unless the level of the course is higher than the proficiency. Students who have physical disabilities should consult with the chair of kinesiology early in their course of study for help in selecting appropriate courses or alternate means of meeting the requirement.

2. Freshman Seminar Requirement

Each entering undergraduate student is required to pass one freshman seminar. The only students who are exempt from this requirement are transfer students who enter the College with at least 24 semester credits earned after graduation from high school which have been accepted for credit at the College of William and Mary. College credits earned through Advanced Placement or other placement tests will not be counted towards the 24 semester credits required for exemption. The freshman seminar requirement should be completed during the freshman year. A student may not declare a concentration until this requirement is completed. Freshman seminars are usually numbered 150 and are offered in most departments and programs. Freshman seminars designated "W" and other lower-division courses designated "W" may be used to satisfy the lower-division writing requirement when the student earns a C- or better.

3. General Education Requirements (GERs)

Undergraduate students are required to fulfill the seven General Education Requirements (GERs) as given below. GER courses must be either three- or four-credit courses except for courses used to fulfill GER 6, which can be one-, two-, three- or four-credit courses. A single course may fulfill, at most, two GERs and may also be used to fulfill concentration and/or proficiency requirements. Courses used to satisfy GERs may not be taken Pass/Fail except for those courses that are designated by the College as Pass/Fail courses, such as physical activity courses in the Department of Kinesiology.

Students may satisfy one or more of the GERs by receiving credit for a GER course through Advanced Placement (AP) or International Baccalaureate (IB) test scores, or by receiving transfer credit if the course is taken prior to enrolling at the College. For GER 6 only, an exemption (without credit) may be granted if a student is exempt from a course that satisfies GER 6 or if he/she has met the exemption criteria, as defined by the affected departments. Current exemption criteria are available from the Office of Academic Advising. For all other GERs, exemption (without credit) from a course that satisfies the GER does not result in fulfillment of the GER. All exemptions from GER 6 must be attempted and completed within a student's first two years in residence at the College.

GER 1 Mathematics and Quantitative Reasoning (one course)

GER 2 Natural Sciences (two courses, one of which is taken with its associated laboratory)

2A Physical Sciences (one course)

2B Biological Sciences (one course)

GER 3 Social Sciences (two courses)

GER 4 World Cultures and History (one course in category A, one course in category B and one additional course in either category A, B or C) To satisfy this requirement, a student must take one of the following combinations of GER 4 courses: AAB, ABB or ABC.

4A History and Culture in the European Tradition

4B History and Culture outside the European Tradition

4C Cross-Cultural Issues

GER 5 Literature and History of the Arts (one course)

GER 6 Creative and Performing Arts (two credits in the same creative or performing art)

Many GER 6 courses are two or three-credit courses. In the case where one-credit courses are used to satisfy this requirement, the courses must be in the same performance medium. For example, to satisfy this requirement, a student could take two individual one-credit Music performance courses using the same instrument, two semesters of the same ensemble course, or two Kinesiology courses in the same performance medium. However, a student could not satisfy this requirement by taking a one-credit Music performance course of beginning guitar and a one-credit course of beginning oboe, or one semester of piano and one semester of jazz piano.

GER 7 Philosophical, Religious and Social Thought (one course)

4. Concentration

Upon completing 39 credits students are eligible to declare a concentration. (In the School of Business and the School of Education, declaration of concentration is not equivalent to admission to the program; check the catalog sections on these programs for information about admission criteria.) Declaration of a concentration shall occur before the end of the sophomore year, when a student has earned 54 credits.

While new concentrations may be declared after that time, applications for an interdisciplinary concentration or an international studies/international relations concentration must be submitted to the Committee on Honors and Interdisciplinary Studies or the International Studies Committee before the beginning of registration for the first semester of the student's senior year.

A student may declare a maximum of two concentrations. Either concentration may be selected as the primary concentration except as noted above. A maximum of two courses may be counted toward both concentrations.

Concentrations are offered (for the Bachelor of Arts degree) in American Studies, Anthropology, Art and Art History, Classical Studies, Computer Science, Economics, Elementary Education, English Language and Literature, French, German, Government, History, Interdisciplinary Studies, International Relations, International Studies, Italian, Kinesiology, Mathematics, Music, Philosophy, Psychology, Public Policy, Religion, Sociology, Hispanic Studies, Theatre, and (for the Bachelor of Science degree) in Biology, Chemistry, Computer Science, Geology, Kinesiology, Mathematics, Physics and Psychology.

Candidates for the B.S. degree with a concentration in the social sciences must complete three additional courses in computer science, mathematics, biology, chemistry, geology or physics. This is in addition to satisfying the GER 1 and 2 requirement.

Of the 120 semester credits required for graduation, no more than 48 semester credits may be applied in a single subject field. Although students may earn more than 48 semester credits in a single subject, a minimum of 72 semester credits must also be earned in other subject fields. For example, if a student has 55 semester credits in English, then she or he will have to earn a total of 127 credits to graduate. (An exception occurs in the East Asian Studies program and for Art concentrators; consult the Catalog section on International Studies and Art and Art History.) The subject fields include: American Studies, Anthropology, Art and Art History, Biology, Chemistry, Classical Civilization, Computer Science, Economics, English, French, Geology, German, Government, Greek, Hispanic Studies, History, International Relations, Interdisciplinary Studies, International Studies, Italian, Kinesiology, Latin, Mathematics, Music, Philosophy, Physics, Psychology, Public Policy, Religion, Sociology, and Theatre/Speech.

In Business a student may not apply more than 60 hours toward the 120 credits required for a degree. A student may not apply more than 33 credits in Elementary Education or 24 credits in Secondary Education toward the 120 credits required for a degree. (One exception to this rule can be found under the School of Education Study Abroad Program.)

Interdisciplinary concentrations are supervised by the Committee on Honors and Interdisciplinary Studies, American Studies concentrations by the American Studies Committee, international studies and international relations concentrations by the International Studies Committee, and Public Policy concentrations by the Public Policy Committee. Students must submit a plan to the appropriate committee for approval. Applications are available in the appropriate offices. Details regarding degree requirements and policies affecting interdisciplinary concentrations are available from the appropriate program office. It is the student's responsibility to ensure that all requirements are met and all policies followed.

Minors: In addition to the required concentration, a student may elect to pursue a program of studies designated as a minor. A minor consists of 18-22 credit hours of courses approved by a department or by the Committee on Honors and Interdisciplinary Studies in the case of an interdisciplinary minor and by the International Studies Committee for an international studies or international relations minor. Courses completed for a minor may also satisfy GER requirements but may not be taken on a Pass/Fail basis. A student must earn at least a 2.0 grade point average in the minor. Information about specific minors can be obtained from the appropriate department. A maximum of two courses may be counted toward both a concentration and a minor. A student who intends to complete a minor must declare this intention to the department or program before registration for the final semester of the senior year. Upon completing a minor, a student must present the list of appropriate courses to the department or program for certification and to the registrar for verification and for posting on the permanent record card at the time of graduation. A student who declares two concentrations may not declare a minor.

Honors

Concentration Honors

The Concentration Honors program, administered by the Roy. R. Charles Center, provides special opportunities through independent study for the intellectual stimulation and development of superior students in certain departments and interdisciplinary programs. Participating departments and programs include Anthropology, Art and Art History, Biology, Black Studies, Chemistry, Classical Studies, Computer Science, Economics, English, Geology, Government, History, Interdisciplinary Studies, International Relations, International Studies, Kinesiology, Literary and Cultural Studies, Mathematics, Modern Languages and Literatures, Music, Philosophy, Physics, Psychology, Public Policy, Religion, Sociology, and Theatre, Speech and Dance.

For more detailed statements of departmental requirements, consult catalog entries by department and separate instructions issued by each department. For further information about Concentration Honors, consult the Charles Center website.

Eligibility and Admission to the Concentration Honors Program: Eligibility is contingent upon the following criteria.

1. a 3.0 cumulative Quality Point Average, or
2. a 3.0 Quality Point Average for the junior year alone, or
3. special permission of the Committee on Honors and Interdisciplinary Studies, which will consider appeals only when initiated by the department as well as by the student in question.

Students who wish to pursue Honors work and who have good reason to believe that they will qualify, based on the criteria above, should declare their interest as early as possible to the chair of their department. Such declaration should be made in the spring semester of the junior year.

Students will be admitted to candidacy when: (1) their written thesis or project proposal is accepted by a departmental committee preferably by the last semester of their junior year but no later than the end of the add/drop period during registration for the first semester for their senior year; (2) their candidacy is accepted by a departmental committee subject to considerations of teaching staff availability; (3) their eligibility is certified by the Director of the Charles Center.

Minimum Requirements for a Degree with Honors

1. Satisfactory completion of a program of reading and research supervised by a faculty member designated by the chair of the student's major department. Six hours of credit in a course designated 495-496 in each department offering Honors shall be awarded each student satisfactorily completing the program.
2. Satisfactory completion of the general requirements for the degree of A.B. or B.S.
3. Presentation of a completed Honors thesis: A copy of the completed Honors thesis in a form that is acceptable to the concentration department must be submitted to each member of the student's Examining Committee two weeks before the last day of classes of his or her graduating semester. (See below: Examining Committee)
4. Satisfactory performance in a comprehensive examination on the thesis and related background. The examination may be oral or written or both.

Examining Committee

1. Each comprehensive examination shall be set and judged and each Honors essay or project shall be judged by an examining committee of not less than three members, including at least one member of the faculty of the candidate's major department and at least one faculty member from another department.
2. During the first month of the candidate's final semester, examining committees shall be nominated by the chair of the department and approved by the Director of the Charles Center.

The award of "Honors," "High Honors" or "Highest Honors" shall be determined by the student's examining committee. The committee shall take into account the recommendation of the advisor as well as its own judgment of the examination and essay or project.

Unsuccessful Honors Projects

1. If it becomes evident before the end of the first term that the student will not complete the project, the student and the supervising faculty member must either (1) withdraw the student from Honors 495; or (2) change the Honors 495 designation to an appropriate alternative, such as independent study, by contacting the Charles Center.
2. If the project continues into the second semester and it then becomes evident that the project will not be completed by the submission deadline (two weeks before the last day of classes of the student's graduating semester), the student and the supervising faculty member must either: a) change Honors 495 and 496 to appropriate alternatives (in most cases, independent study) by contacting the Charles Center; or b) declare an incomplete, which can only be done in extraordinary circumstances and with departmental approval. The student and advisor must agree to firm new deadlines for the thesis and the defense and must submit these deadlines to the Committee for Honors and Interdisciplinary Studies.
3. If upon completion of the oral defense the examination committee determines that the thesis does not merit Honors, the committee must change Honors 495 and 496 to appropriate alternatives and award the student grades for these courses.

Thus, under no circumstances may Honors 495 and/or 496 remain on the transcript of a student who is not awarded Honors by the examining committee.

Graduation Honors

Latin Honors: To recognize outstanding academic achievement, the College awards degrees cum laude, magna cum laude and summa cum laude. The overall quality point average required for a degree cum laude is 3.50, for a degree magna cum laude 3.65, and for a degree summa cum laude 3.80. This honor is noted on the student's diploma and on the academic transcript.

Concentration Honors: The Concentration Honors program provides special opportunities through independent study for the intellectual stimulation and development of superior students in certain departments and interdisciplinary programs. Students in this program may, as the result of distinguished work, be awarded a degree with "Honors," "High Honors" or "Highest Honors." This honor is noted on the student's academic transcript.

Special Programs

Internships for Credit

Qualified students, usually in their junior or senior year, may receive credit from cooperating departments for an approved program which provides an opportunity to apply and expand knowledge under expert supervision in an on or off-campus position. These internships should provide a structured learning experience and must be approved in advance by the department, and evaluated by a William and Mary faculty member. Academic credit is awarded for a project that incorporates the hands-on experience of the internship but which also includes an analytic or research component, and a final, written report. Individual departments determine the number of credits in an academic internship that may count toward the minimum number of credits required in a concentration. Normally three credits are awarded, but in exceptional and approved cases a department may award more. No more than six credits in academic internships may be applied to the 120 credits required for graduation. An internship agreement must be completed with signatures of the student, evaluating faculty member and any external supervisor. These are to be filed in the Office of Academic Advising before the student begins the internship. There will be no consideration of academic credit without an internship agreement. Students undertaking internships that will take them away from campus for a semester or year should notify the Office of the Dean of Students before beginning the internship. International students who anticipate receiving payment should contact the Office of Multicultural Affairs International concerning visa requirements. For general information and counseling about internships contact the Office of Academic Advising, Ewell Hall 127.

Non-Credit Internships

Students interested in pursuing non-credit internships may apply through the Office of Career Services (123 Blow Memorial Hall) for participation in the Local Internship Program. Placements are available in law firms, medical offices, museums, social service agencies, businesses, schools, investment firms, publishing groups, public relations offices, technology companies, and science labs. Opportunities for summer internships are also available through the Office of Career Services. Some internships are listed directly with Career Services and the office provides students access to a database of nearly 20,000 opportunities in a broad range of fields and locations. Staff members in the Office of Career Services are available to counsel students concerning internship and other career-related opportunities.

Study Abroad

William and Mary has long recognized its responsibility to provide a global perspective to its curriculum so students gain the international understanding necessary to be informed citizens. The College encourages students to view study abroad as an educational objective. When planned in advance and integrated with a student's on-campus program, study abroad can be integral to the liberal arts, providing cultural enrichment, personal development and intellectual challenge. Study abroad programs are available at the University of Adelaide, Australia; Beijing Normal University, China; Université Paul Valéry in Montpellier, France; University of Manchester, England; McGill University, Canada; St. Andrews University, Scotland; University of Exeter, England; London School of Economics, England; University of Valencia, Spain; American University of Cairo, Egypt; Kanazawa University, Japan; University of Münster, Germany; and many other countries.

Summer study abroad programs are sponsored by the College in Cambridge, England; Florence, Italy; Montpellier, France; Münster, Germany; Valencia, Spain; Morelia, Mexico; Beijing, China; and St. Petersburg, Russia. Credit for all College sponsored summer study abroad programs will be recorded as if the student were enrolled in William and Mary summer school, i.e. no courses may be taken as pass/fail. Students interested in learning about these programs and other foreign study opportunities should contact the Global Education Office at the Reves Center for International Studies. All students who plan to earn credit or participate in

internships abroad must register with the Reves Center. The Global Education Office provides information about opportunities for study abroad, and the procedure for registering and arranging for transfer credit. The credit hours for each course taken on a study abroad program approved by the Reves Center will be calculated by determining that course's proportionate relationship to the average full-time load at the host university, which is considered to be equivalent to 15 credits per semester or 30 credits per year at the College.

For more information, please call the Global Education Office at (757) 221-3594.

Pre-Professional Programs

Students may follow programs at William and Mary within a liberal arts framework which will prepare them for study in dentistry, engineering, forestry, medical technology, medicine and veterinary medicine. Students who are interested in pre-professional programs should plan their programs in consultation with their advisors.

Pre-Medical and Pre-Dental Programs

There are no specific pre-medical or pre-dental programs at William and Mary. Students preparing for admission to medical or dental school may choose to concentrate in any department. Although medical and dental schools in general have no preference as to the major field of undergraduate study, they do believe that the student should pursue a coherent program with some depth. The foundation of medicine and dentistry is the natural sciences. All medical schools and most dental schools include in their admission requirements four years of laboratory science courses: biology, inorganic chemistry, organic chemistry and general physics. Calculus is rapidly assuming the same importance. At William and Mary, the above courses are Biology 203-204-200-206, Chemistry 103/151, 206/252, 307/353 and 308/354, Physics 101-102 or 107-108 (Chemistry and Physics concentrators take 101-102), and one year of Mathematics (Chemistry and Physics concentrators take calculus). Science courses in addition to these minimal requirements are required by some schools and viewed with favor by many others. One year of English is required by many schools. In any case, students' choices of courses should be balanced and should reflect their overall intellectual development.

Because medical schools begin to reach decisions on applicants for admission early in the senior year on the basis of records established at that time, it is advantageous that the minimal required science courses be completed in the first three years. All pre-medical students are encouraged to seek academic guidance early in their careers through scheduled consultations with Dr. Randolph Coleman in the Office of Academic Advising, coordinator for pre-medical advising, and with their concentration advisors.

Combined Degree Programs

Academic programs of students who participate in any combined degree program must be approved in advance by the Committee on Degrees. All William and Mary degree requirements are applicable to students in the 3:2 program. All GER and Proficiency requirements must be completed at William and Mary. Students must have at least an overall 2.0 Q.P.A. and at least a 2.0 Q.P.A. in courses taken at William and Mary toward the fulfillment of concentration requirements. Elective hours toward the concentration may be completed elsewhere but students must earn as many credits toward the concentration as required if they were completing all degree requirements at William and Mary. The chair of the department in which the students are concentrating will determine which courses elsewhere will count toward the William and Mary concentration requirements if they happen to be in other subject fields. Students must have earned 120 hours including at least 60 hours at William and Mary, before a degree is granted.

Engineering Schools: William and Mary has "combined plans" with the engineering schools of Case Western Reserve, Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis. Under the "3:2 plan", a student spends three years at William and Mary and two years at the engineering school and receives a bachelor's degree from William and Mary as well as a bachelor's or master's degree from the affiliated engineering school. The degree from William and Mary is awarded after one full year in the professional program upon successful completion of the degree requirements of the College. Prerequisites for the 3:2 programs are varied, but the following general guidelines are useful. Courses which should be completed by the end of the junior year include:

- Mathematics 111, 112, 211, 212, 302
- Physics 101, 102, 201
- Chemistry 103, 206
- Computer Science 141, 240

Those interested in Electrical, Mechanical or Aerospace Engineering typically major in Physics; Chemical and Environmental Engineers major in Chemistry; Computer Systems Engineers major in Computer Science or Computer Science/Physics.

Normally a B average is required for the student to be accepted by the engineering institution into their 3:2 program. The requirements tend to be slightly higher for Electrical Engineering and Computer Systems Engineering.

For details, consult Prof. William Cooke, Chair, Department of Physics.

Forestry and Environmental Science: The College offers a special program in cooperation with the School of Forestry and Environmental Science of Duke University. A bachelor's degree is awarded by the College after successful completion of the degree requirements of the College and one full year in the professional program. Upon completion of a five-year coordinated course of study, students will have earned the professional degree of Master of Forestry or Master of Environmental Management from Duke University. Students devote the last two years of their program to the chosen professional curriculum at Duke, where courses are open only to seniors and to graduate students. Because the Duke program includes only 24 academic credits per year, William and Mary students must have completed 96 academic credits prior to enrollment at Duke. Prerequisites for this program are MATH 111 or 112, ECON 101 or 102, BIO 203, 204, CSCI 141 and one statistics course.

Information on curriculum planning for entry into the program with Duke is available through consultation with Dr. Martin C. Mathes, Professor of Biology.

FIELDS OF CONCENTRATION, SUBPROGRAMS AND COURSE DESCRIPTIONS

The material that follows describes, in alphabetical order, the requirements for concentration in the various fields and subprograms offered by the College according to the departments and schools offering them. The chapters also include the undergraduate course offerings of the departments, schools and particular programs listed according to course number. Courses that can be taken to fulfill general education requirements are indicated by the symbols described below.

Also described in the chapters are the basic requirements for Concentration Honors in each program.

Explanation of Course Descriptions

- (GER) This course satisfies general education requirements.
 - (Lab) This course satisfies the GER 2 laboratory requirement when taken with an associated course.
 - (*) Starred courses may be taken only with the consent of the instructor.
 - (†) Daggered courses may be taken only with the consent of the chair of the department or dean of the school concerned.
- A hyphen between course numbers (101-102) indicates a continuous course-the two parts of which must be taken in numerical order.
 - A comma between course numbers (101,102) indicates two closely related courses which need not be taken in numerical order.
 - Please note that courses involving labs do not necessarily satisfy general education requirements.
 - Courses involving laboratory or studio activity are so labeled. All others are classroom courses.
 - Semester hour credit for each course is indicated by numbers in parentheses.

FACULTY OF ARTS AND SCIENCES

DEPARTMENTS OF INSTRUCTION

American Studies

PROFESSORS Aday⁹, Blakely¹¹, Gross², Haulman, Oja³, R. Price⁴, S. Price⁵, Scholnick, and Wallach⁶.
ASSOCIATE PROFESSORS Brown, Gundaker⁸, Knight⁷, Lowry¹, Meyer, Nelson, Phillips⁷ and Preston.
ASSISTANT PROFESSORS Fitzgerald, Pals and Weiss¹⁰. ADJUNCT ASSOCIATE PROFESSOR Carson.

The American Studies Program

The American Studies program engages students in examination of the culture and society of the United States, past and present. As a nation of immigrants, the United States has always been a pluralistic society, embracing diverse racial and ethnic groups in mutual encounter and conflict. It has also been a society in endless change, owing to transformations wrought by geographical expansion, democracy, industrialization, urbanization, and the pressures of war and international politics. These forces for change have uprooted whole peoples, such as the forcible removal of Native Americans from their lands, and have touched the most intimate realms of life, such as the relations between men and women in the home.

Yet, in the midst of these large movements of history, many Americans have forged distinctive cultures—ways of thinking, feeling and acting—that express their basic values and give meaning to their institutions and everyday social practices. Such cultures reflect, in part, the different experiences of people, according to their race, gender and class. But they may also attest to Americans' participation in a larger ideological heritage, shaped by ideals of democracy and equality that have been affirmed in major political movements, such as the American Revolution, and articulated in art, literature, music and films.

The American Studies program offers an opportunity to explore the commonalities and differences among Americans through an interdisciplinary course of studies. All students are expected to develop a solid grounding in history as a basis and context for their other investigations of American life. Working closely with their advisor, students will assemble a set of courses, designed both to represent the diversity of cultures and social forms within the United States and to pursue significant themes or questions in depth. In developing the concentration, students may also take up comparative perspectives on the United States, considering, for example, African American life within the context of the black diaspora, or the American experience of industrial capitalism as a variant on a general model in the West.

Requirements for Concentration

A minimum of 37 credit hours, of which at least 24 must be in courses numbered 300 and above, in courses on American topics distributed among the following areas: a) AMST 201, 202 or 203 (4 credits); b) at least 6 approved credits in History; c) at least 9 approved credits from English, Art and Art History, Dance, Kinesiology, Music and Theatre (AMST 240, 241, 271, 273, 343, 350, 409, 421, 422, 433, 445, 451 may be used to fulfill this area); d) at least 6 approved credits from Anthropology, Economics, Government, Philosophy, Religion and Sociology (AMST 235, 341, 350, 423, 434 and 435 may be used to fulfill this area); e) AMST 370 (4 credits); f) two topics courses, AMST 470 (6 credits); g) one semester of independent study (2-3 hours) or a two semester honors project (6 hours).

The list of approved courses is available from the Director of Undergraduate Studies. The Concentration Computing Requirement will be fulfilled by AMST 370. The Concentration Writing Requirement may be fulfilled through satisfactory completion of two of the following courses: AMST 370, 409, 423, 435, 445, 470.

¹ Interim Director, American Studies Program

² Forrest D. Murden, Jr., Professor of American Studies and History; On leave 2002-2003

³ David N. and Margaret C. Bottoms Professor of Music

⁴ Duane A. and Virginia S. Dittman Professor of American Studies, Anthropology and History

⁵ Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology

⁶ Ralph H. Wark Professor of Art and Art History

⁷ On leave 2002-2003

⁸ Director of Graduate Studies

⁹ On leave Fall 2002

¹⁰ Director of Undergraduate Studies

¹¹ NEH Professor of Anthropology and American Studies

Requirements for Minor

A minor in American Studies requires a minimum of 20 credit hours. Students will take AMST 201, 202 or 203 (4 credits), AMST 370 (4 credits) and one topics course (AMST 470). They will also take at least 3 credit hours each from approved courses in requirements b), c) and d) above.

Description of Courses

150W. Freshman Seminar.

Fall or Spring (4) Staff.

An introductory course in American Studies examining a theme or period in American life in an interdisciplinary perspective.

201. American Popular Culture and Modern America.

(GER 4A) Fall (3) Schoel.

This course introduces and examines forms of popular culture that emerged after 1865. It considers popular culture within the context of social, political, and economic changes in the US, such as migration, industrialization, technology, and globalization of capitalism.

202. Introduction to American Studies: Cinema and the Modernization of U.S. Culture, 1914-1945.

(GER 5) Fall (4) Howard.

This course will introduce students to the forms and techniques of cinema. At the same time, it will examine how cinema, America's most popular and powerful entertainment, both reflected and participated in the social, cultural and political upheavals of the inter-war period.

203. Introduction to American Studies: American Medicine: A Social and Cultural History.

(GER 4A) Spring (4) Scholnick.

An overview of American medicine from the 18th century to the present. Subjects include the changing understanding of disease; the social role of the physician; and society's response to such public health crises as cholera and AIDS.

235. Introduction to Material Culture.

Fall (3) Carson. (Not offered 2002-2003)

Landscapes, structures and artifacts provide a wealth of evidence for interdisciplinary analysis. Using methods and theories of art historians, anthropologists, historians, psychologists and others, this introductory course examines the material world we live in. Are you what you eat? Do clothes make the man? Why do we sit on chairs and not squat on floors? Class time will be given to lectures, reading discussion, exercises in connoisseurship, and field trips to museums and historic houses.

240. The History of Modern Dance.

(GER 5) Spring (3) Hansen.

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century. (Cross listed with DANC220)

241. History of American Vernacular Dance.

(GER 5) Fall (3) Damon.

An introduction through films and lectures to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom and jazz by examining the movement styles found in concert jazz, musical theatre and popular social dances. (Cross listed with DANC230)

271. American Popular Music.

(GER 4A) Spring (4) Oja, Preston, Rasmussen.

This course treats the traditions of vernacular musics in the United States, specifically those commonly known as religious, popular, folk, jazz, rock and country. It will survey the literature of these musics' expression and consider questions of cultural meaning. (Cross listed with MUS 171)

273. Jazz.

Fall (4) Staff.

A survey of jazz from its origins to the present, focusing on the most influential improvisors and composers. Issues of race, class and gender will arise as we examine the attitudes of listeners, jazz musicians and promoters. (Cross listed with MUS 173)

341. Artists and Cultures.*(GER 4C) Fall (3) S. Price.*

This course will explore the artistic ideas and activities of people in a variety of cultural settings. Rather than focusing primarily on formal qualities (what art looks like in this or that society), it will examine the diverse ways that people think about art and artists, and the equally diverse roles that art can play in the economic, political, religious and social aspects of a cultural system. Materials will range from Australian barkcloth paintings to Greek sculptures, from African masks to European films. (Cross listed with ANTH364)

343. American Ethnic Literature and Culture.*(GER 5) Spring (3) Weiss. (Not offered 2002-2003)*

The course aims to increase students' understanding of the rich complexity of American life by studying multi-ethnic American literature and culture. We will explore some of the theoretical problems associated with race and ethnicity. For the most part, however, we will work outward from certain key texts, pursuing the questions that emerge in and from them. We will consider such matters as the evolution of immigration law, the problems of identity and dual identity, and the question of assimilation versus cultural separatism. We will also emphasize the achievement of these texts as literary documents that need to be understood as responding to local cultural practices even as they speak more broadly to Americans as a whole.

350. Topics in American Culture.*Fall and Spring (1-4, 1-4) Staff.*

Selected topics in the study of American culture. The topics to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

Topics for Fall 2002:**The Idea of Race.** *Fall (3) Blakely.*

This course follows the history of the concept of race in Western science and society. The course examines racist ideas in biological anthropology and cognate fields that are reflected in the broader society. This subject helps students understand the origins and manifestations of American racism, to develop an appreciation of ways in which culture can systematically influence scientific results, and to critically evaluate all theories of the interactions of biology and behavior. (Cross listed with ANTH371 01).

U. S. and Japanese Comp Cltr. *Fall (4) Schoel.*

Everything Old is New Again. This course explores the multiplicity of experiences in the United States through history and its reinterpretations as popular culture. All the while, we will ask ourselves how and why history echoes in manifestations of American popular culture both nationally and globally. Students will participate in the Keio Summer 2002 Program as interns, collaborating with Japanese college students. (Cross listed with INTL390 02).

Topics for Spring 2003:**Kennedy and Camelot.** *Spring (3) Brown.*

The Kennedy Assassination and the Myth of Camelot: through the close reading of selected primary and secondary sources, this course will examine the history, and subsequent mythologization, of the Kennedy administration and President's assassination. We will pay particular attention to the representation of these events in novels, films, and in American popular culture in general.

370. Concentration Seminar: America and the Americans.*Spring (4) Lowry. Prerequisite: AMST 201, 202 or 203 or consent of instructor.*

By exploring theoretical, methodological and historical approaches to a range of cultural materials, students will critically engage with how American Studies and its related disciplinary fields have addressed the politics and culture of national identity in the U.S. (Non-concentrators may enroll with consent of the instructor.)

402. Exploring the Afro-American Past.*Fall (3) R. Price.*

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in anthropology, history and literature will be used to explore the nature of historical consciousness within the African diaspora and diverse ways of understanding and writing about Afro-American pasts. (Cross listed with ANTH429 and HIST345)

412. Maroon Societies.*Fall (3) R. Price.*

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil through the Caribbean and into the southern United States. Emphasis on the processes by which enslaved Africans from diverse societies created new cultures in the Americas, on the development of these societies through time, and on the present-day status of surviving maroon communities in Suriname and French Guiana, Jamaica, Colombia and elsewhere. (Cross listed with ANTH432 and HIST340)

421. Nineteenth-Century American Art*Fall (4) Wallach. (Not offered 2002-2003)*

A study of major movements—Romanticism, Realism, Modernism,—and figures—Allston, Cole, Church, Eakins, Homer, Sargent, Whistler, Cassatt—focusing on issues of iconography, representation and historical context.

422. Twentieth-Century American Art.*Fall (4) Wallach. Permission of instructor required. (Not offered 2002-2003)*

A study of major movements including Regionalism, Abstract Expressionism, Pop and figures Sloan, Sheeler, O'Keefe, Benton, Pollock and Warhol focusing on such issues as modernism, abstraction and representation, and problems of historical context.

423. The Museum in the United States.*Fall (3) Wallach. (Not offered 2002-2003)*

This seminar will study specific museums while focusing on basic questions having to do with the social forces that gave rise to museums and the roles museums have played and continue to play in U.S. society.

434. Ethnographic History.*Fall (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross listed with ANTH472 and HIST336)

435. Studies in Material Culture.*Spring (3) Staff.*

This interdisciplinary course introduces students to the study of architecture, artifacts and material goods as cultural objects.

445. The Making of a Region: Southern Literature and Culture.*Spring (3) Staff.*

An interdisciplinary examination of 19th- and 20th-century southern texts within the cultural context of self-conscious regionalism. Emphasis is on the interaction between literature and the social configurations of slavery, abolitionism, southern nationalism, racism, traditionalism and the civil rights movement.

451. Music of the South.*Fall (3) Staff. (Not offered 2002-2003)*

This seminar will focus on 20th-century black and white vernacular musical traditions of the southern United States, particularly blues, gospel and country. Students will become familiar with the main musical traits, repertoires and regional styles of these genres. They will also engage with the social and cultural dimensions of how this music mediates race, class and regional character. Previous musical experience or courses will be helpful though not necessary.

470. Topics in American Studies.**Topics for Fall 2002:****American Psycho.** *Fall (3) Gundaker.*

Psychological discourse permeates American culture. This course investigates how such discourse tracks with and emerges from a need to account for and socially position extreme, outrageous and uncountable behavior from dream interpretation during the Colonial era, through instances of spirit possession in the 19th century and on to preoccupations with normality, neurosis, and psychosis late 20th century writings.

Black and White in American Drama. *Fall (3) Weiss.*

This course explores race in America through nineteenth and twentieth century drama by black and white American writers. There is an emphasis on the uses of the Classical tradition, on melodrama, the modernist

theater as well as the theater of the Black Arts Movement. Among the writers included are: Dion Boucicault, William Wells Brown, Marita Bonner, Eugene O'Neill, Zora Neale Hurston, Amiri Baraka, Arthur Miller, Adrienne Kennedy and August Wilson.

Introduction to Material Culture. *Fall (3) Carson.*

Landscapes, structures, and artifacts provide a wealth of evidence for interdisciplinary analysis. Using methods and theories of art historians, archaeologists, anthropologists, historians, psychologists, and others, this introductory seminar examines a broad range of the material world from the past to the present. It searches for the significance of the things of every day life. For instance: Are you what you eat? Do clothes make the man? Why do we sit on chairs? Class time will be given to lectures, reading discussions, and exercises in connoisseurship. We will explore the Wallace Gallery, the Abby Aldrich Folk Art Collection, and the historic area of CW.

Culture and Politics of Art. *Fall (3) S. Price.*

Exploration of the conceptual underpinnings of the art world, defined to include everyone from artists, museum visitors, gallery owners, and teachers to collectors, curators, critics, and charlatans. Critical consideration of anthropological and art historical perspectives in addressing questions central to both disciplines.

Topics for Spring 2003:

Artifacts and Design Commodity. *Spring (3) Carson.*

As groundwork for the interpretation of objects in museum exhibits, historic house museums and a variety of scholarly studies, this course introduces techniques for visual analysis of artifacts and ideas about relationships between design, technology, production and marketing of consumer goods. Students explore various theoretical approaches to the analysis of material culture, develop critical biographical skills and learn to phrase questions about objects. They explore a wide range of sources that may illuminate the questions, and they develop designs for research projects that may answer them.

Decorative Arts. *Spring (3) Carson.*

How do we describe the objects with which Americans have furnished their domestic and public buildings? What do they tell us about how Americans lived and what they thought about themselves, others, and their various worlds? From the time of the earliest seventeenth-century settlements until the present day, the decorative arts in America have both been closely tied to European heritage and to the colonies and nation. This course concentrates on artifacts made or used in America and explores issues of design, production, and distribution in relation to the changing American experience.

***480. Independent Study.**

Fall and Spring (2-3, 2-3) Staff.

A program of extensive reading, writing and discussion in a special area of American Studies for the advanced student. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit.

†495-496. Honors.

Fall, Spring (3,3) Weiss.

Students admitted to Honors study in American Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) formulating a program of study in consultation with a faculty advisor; (b) preparation and presentation of an Honors essay two weeks before the last day of classes, spring semester; (c) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the Honors essay. Permission of the department chair is required. For College provisions governing the Admission to Honors, see page 72.

498. Internship.

Fall and Spring (3,3) Weiss.

This course is designed to allow students to gain knowledge through experience in a setting relevant to the study of America. Students will be supervised by a faculty advisor. The internship includes readings in related areas of theory and research as assigned by the supervising faculty. Permission of the department chair is required. This course may be repeated for credit.

Anthropology

PROFESSORS Hamada (Chair), **Barka, Blakey** (NEH Professor), **Bragdon** (on leave 2002-2003), Kerns (on leave Spring 2003), **King** (on leave 2002-2003), **R. Price** (Duane A. and Virginia S. Dittman Professor) (on leave Spring 2003), **S. Price** (Duane A. and Virginia S. Dittman Professor) (on leave Spring 2003), **Reinhart** and **Voigt** (Chancellor Professor) (on leave 2002-2003). VISITING PROFESSOR **Harris**. ASSOCIATE PROFESSORS **Fisher, Gundaker** and **Weiss**. ASSISTANT PROFESSORS **Gallivan** and **Horning**. VISITING ASSISTANT PROFESSORS **Hatfield, Ingmanson** and **Moretti-Langholtz**. RESEARCH PROFESSORS **Bowen** and **Brown**. ADJUNCT ASSISTANT PROFESSORS **Edwards-Ingram** and **Ziadeh-Seely**.

The department offers work in all subfields of anthropology and all major geographic areas of the world. Field and laboratory training in cultural anthropology, archaeology and biological anthropology are provided in a variety of courses, as well as through individual research at the senior level. The department has programs in historical archaeology and comparative colonial studies. It sponsors a summer field school in Colonial Williamsburg, and it has collaborative programs for teaching and research with the William and Mary Archaeological Conservation Center and the William and Mary Center for Archaeological Research.

Requirements for Concentration

Concentration in Anthropology requires 33 semester credits in anthropology including Anthropology 202; 300; one course in archaeology, biological anthropology and socio-cultural anthropology; and 460 or 470 or 495-496. Students may petition to have either a Freshman Seminar or a 300 level course that focuses on Socio-Cultural Anthropology substituted for 202; None of the other required courses may be waived. Only one field school (i.e. 6 credits for Anthropology 225 or 425) may be counted as part of the 33 credits required for the concentration.

The concentration writing requirement for anthropology may be met by satisfactory completion of Anthropology 460, 470 or 495/496 (Honors). The concentration computing proficiency may be satisfied with successful completion of Anthropology 300.

Requirements for Minor

A minor in anthropology is fulfilled by satisfactory completion of 18 semester credits including two of the following: Anthropology 202; at least one course in another subfield (archaeology, biological anthropology or linguistics); and four additional courses in anthropology. Only one field school (i.e., 6 credits for Anthropology 225 or 425) may be counted as part of the 18 credits required for a minor.

Description of Courses

150/150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

An introduction to the concepts and methods of anthropology through exploration of a specific topic. 150W is a writing intensive course; a grade of C- or better satisfies the freshman writing requirement.

201. Introduction to Archaeology.

(GER 4B) Fall and Spring (3,3) Gallivan, Horning.

An introduction to the concepts and methods used to reconstruct past societies from their material remains, and a survey of world prehistory from the earliest hunting-gathering societies to the origins of civilization.

202. Introduction to Cultural Anthropology.

(GER 3,4C) Fall and Spring (3,3) Bragdon, Fisher, Gundaker, Kerns, Moretti-Langholtz, Sutlive, Weiss.

An introduction to the study of contemporary human societies and cultures, using anthropological concepts and principles, and focusing on ecology, economic relations, marriage, kinship, politics, law and religion.

203. Introduction to Biological Anthropology.

(GER 2B) Fall (3) Ingmanson.

This course focuses on the evolutionary history of primates. Anatomy and behavior of monkeys, apes, hominids and contemporary humans are analyzed in terms of evolutionary theory. Specific topics include bipedalism, technology and language; debates about human uniqueness; and human variation.

220. The Study of Language.

(GER 3) *Fall and Spring (4,4) Cooper, Martin, Reed, Taylor.*

An introduction to linguistics, the scientific study of human language. Considers languages as structured systems of form and meaning, with attention also to the biological, psychological, cultural and social aspects of language and language use. (Cross listed with ENG 220)

241. Worlds of Music.

(GER 4C) *Spring (4) Rasmussen.*

This course will introduce students to musical cultures of the non-Western world. Topics will include: native concepts about music, instruments, aesthetics, genres, relationship to community life, religion, music institutions and patronage. Course goals will be to develop skills useful for a cross-cultural appreciation and analysis of music, and to bring questions about music into the domain of the humanities and social sciences. (Cross listed with MUS 241)

300. History of Anthropology.

Fall and Spring (3,3) Fisher, Moretti-Langholtz. Prerequisite: ANTH202.

This seminar addresses the historical development of anthropology, and explores major theories, including structural-functionalism, structuralism, cultural ecology, and symbolic anthropology. The position of anthropology, with its distinctive contributions within the social sciences, will be emphasized.

301. Methods in Archaeology.

Fall and Spring (3,3) Barka, Gallivan, Horning, Reinhart. Prerequisite: ANTH201.

A general introduction to field and laboratory techniques of prehistoric and historic archaeological research. Students will satisfy computer proficiency by writing one paper in a word processing program and by attending lecture/lab sessions on computer-aided archaeological data management.

302. Methods of Ethnography.

Fall and Spring (3,3) Gundaker, Kerns, Moretti-Langholtz. Prerequisite: ANTH202.

An introduction to ethnographic fieldwork, including research design, proposal writing, methods used in ethnographic research, and approaches to writing ethnography. The course will also give attention to the use of computers in fieldwork.

305. Comparative Colonial Studies.

(GER 4C) *Fall (3) Staff.*

The course will examine colonialism from a comparative perspective, in both the ancient and the modern world. Emphasis given to early civilizations and their expansion, to European colonialism and the creation of the Third World, and to contemporary forces of colonialism.

306. Women, Gender and Culture.

Spring (3) Kerns. Prerequisite: ANTH202.

An examination of ethnographic research on women and the cultural construction of gender. Emphasis is given to non-Western cultures, with some attention to the contemporary United States.

307. Social Anthropology.

(GER 3) *Spring (3) Fisher. Prerequisite: ANTH202.*

An introduction to the problem of social order and meaning through a consideration of kinship, social organization, ritual and symbolism. The course focuses on anthropological theories useful for describing the way kinship, gender and age may be used to organize economic, political and social institutions.

308. Primitive Religion.

(GER 4B) *Fall (3) Staff.*

This course will examine the religious systems of primitive societies. Topics include myth and ritual, sorcery and witchcraft, nativistic movements, magic and shamanism. The course will also examine the effects of modernization on primitive belief systems.

309. Medicine and Culture.

(GER 3,4C) *Spring (3) Weiss.*

The course explores various theories of health, illness and therapy in sociocultural terms. We consider such issues as possession and therapy, medicine and the development of colonialism, and the role of biomedicine in shaping cultural discourse.

310. Primate Behavior.

Spring (3) Ingmanson. Prerequisite: ANTH203.

A study of the behavior of living prosimians, monkeys and apes. Slides and films are used to illustrate topics that include anatomy, ecology, social structure, mating systems, male and female competition, learning and communication.

311. Archaeology of North America.

(GER 4B) Fall (3) Reinhart.

An introduction to the prehistory of North America north of Mexico from the earliest peopling to the historic period. The dynamics of culture development and the relation of prehistoric cultures to historic tribes will be analyzed.

312. Comparative Colonial Archaeology.

(GER 4C) Fall (3) Barka, Brown.

The archaeology of the era since the beginning of exploration by Europeans of the non-European world, with major emphasis upon North America. The domestic, industrial and military past of the 17th-19th centuries will be examined from an anthropological viewpoint through archaeological and documentary evidence.

314. Archaeology of Mesoamerica.

Fall (3) Reinhart.

An introduction to the prehistory of Mesoamerica with special attention to the development of Aztec and Maya civilizations.

315. Environmental Archaeology.

(GER 3) Spring (3) Staff.

This course explores our understanding of the place of people in the environment and the role environmental variables play in archaeological models of cultural change. The course consists of three sections: history of environmental studies and social theory, methodologies used to study the environment, and specific case studies of the dynamics of human-environmental relationships from an archaeological perspective.

317. Archaeology of Europe.

(GER 4A) Spring (3) Barka.

This course will examine cultural change in Europe from the earliest hominid settlement to the urban developments of the first centuries A.D. Comparisons will be made with relevant archaeological discoveries in the Near East and Africa.

319. Archaeology of the Near East.

(GER 4B) Spring (3) Voigt.

The development of agriculture, urbanism, the state and empires in the Middle East with a concentration on ancient Mesopotamia and Egypt from the prehistoric to the early historic periods.

320. Rise and Fall of Civilizations.

(GER 4C) Spring (3) Horning, Voigt.

A survey of prehistoric civilizations from the first settled villages to urban states in ancient Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica and South America.

326. Indians of North America.

(GER 4B) Spring (3) Reinhart.

A survey of the major culture areas of aboriginal North America north of Mexico at the time of European contact. The post-contact relations between the Native Americans and the dominant White culture and the present-day situation and problems of Native Americans will be examined.

327. Indians of the Southwest.

(GER 4B) Fall (3) Reinhart.

This course surveys the history and culture of native peoples of the American Southwest from prehistoric settlement to present-day. These include the Hopi, Zuni, Rio Grande Pueblos, Navajos, Apaches, Akimel O'odham and Tohono O'odham.

328. Sun Dance People.

(GER 4C) Spring (3) Moretti-Langholtz.

This course introduces students to the culture and social history of selected tribes of the Great Plains. Special emphasis will be placed upon the historical forces and conflicts which developed on the Plains from the 1700's to the present.

330. Caribbean Cultures.

(GER 4B) Spring (3) Gundaker, Kerns. Prerequisite: ANTH202.

An introduction to the diverse cultures of the Caribbean, primarily in the colonial and postcolonial periods, focusing on issues of ethnicity/race, class and religion. Ethnographic coverage includes the British, French, Dutch and Spanish Caribbean, both island and mainland territories.

335. Peoples and Cultures of Africa.

(GER 3,4B) Spring (3) Weiss.

An introduction to the diversity of African cultures and societies. This course will focus especially on experiences of colonialism in various African contexts, and the many forms of transformation and resistance that characterize that encounter.

336. African Cultural Economies.

(GER 4B) Spring (3) Weiss.

This course examines a variety of African livelihoods and economic practices in their social and cultural contexts. Topics considered include pastoralism, market systems and labor migration. The colonial and postcolonial transformation of African economies will also be explored.

337. African Ritual and Religious Practice.

(GER 4B) Spring (3) Weiss.

This course focuses on the diverse forms of religious practice and experience in various social and cultural contexts in Africa. The symbolic, aesthetic and political implications of ritual, as well as the transforming significance of religious practice, will be explored.

338. Native Cultures of Latin America.

(GER 4B) Fall (3) Fisher.

Beginning with an examination of the contemporary Zapatista rebellion, the course will survey indigenous cultures of Latin America and the historical and ecological processes which have shaped them. Ethnographic comparisons of contemporary indigenous cultures will focus on the lowland tropics and the Andes.

340. Peoples and Cultures of Southeast Asia.

(GER 3,4B) Fall (3) Staff.

A survey of the major ethnic groups of Southeast Asia, analyzed in terms of ecology, social organization and cultural configurations. Particular emphasis is given to early contacts with South and East Asia, and to European colonialism and its lasting effects.

342. Peoples and Cultures of East Asia.

(GER 3,4B) Spring (3) Hamada.

An introduction to the peoples and cultures of East Asia. The course will focus on contemporary life in China, Korea and Japan, including cultural and social institutions, social norms, roles and life-styles, and the nature, context and consequences of social change.

346. Peoples and Cultures of South Asia.

(GER 4B) Spring (3) Staff.

An ethnographic survey of the peoples and cultures of South Asia, with emphasis on India, Pakistan, Bangladesh and Sri Lanka. The course will focus on contemporary issues and problems in theory, method and application in South Asian cultural anthropology.

347. Japanese Society.

(GER 3,4B) Fall (3) Staff.

Examines the context within which individual Japanese live and work in Japanese society. Special attention is given to the relationship between the individual and society. Discusses Japanese socialization, schooling, family and marriage, community life, new and old religions, symbolic expressions, employment and aging.

348. Japanese Values Through Literature and Film.

(GER 5,7) Spring (3) Hamada.

Discusses Japanese social values and behavior through modern literature and film. Changes and continuity in Japanese society concerning important issues such as family, urbanization, gender and self-identity are analyzed.

349. Contemporary Issues in Japanese Society.

(GER 4B) Fall (3) Hamada.

Discusses a selected topic in depth and explores important issues in contemporary Japanese society. The course may be repeated for credit when the topics vary.

350. Special Topics in Anthropology.

Fall and Spring (3,3) Staff.

Areas of current research interest presented by resident and visiting faculty. Course may be repeated for credit when topics vary.

362. Knowledge, Learning and Cognition in “Non-Western” Societies.

(GER 4B) Spring (3) Gundaker.

This course explores anthropological approaches to the production, communication, acquisition and organization of knowledge in groups outside the European tradition. It investigates such topics as practical reason, cognitive change, educational settings and the way in which culture organizes knowledge systems.

363. Culture and Cuisine: The Anthropology of Food.

(GER 4C) Spring (3) Weiss.

This course explores food and cuisine across diverse historical and ethnographic contexts. Topics will include the ritual and symbolic value of cuisine, food preparation and provisioning as expressions of social relations, and the political economy of food production and consumption.

364. Artists and Cultures.

(GER 4C) Fall (3) S. Price.

The role of art in the economic, political, religious and social life of its makers. How aesthetic ideas feed into gender roles, ethnic identities and interpersonal relations. Materials ranging from Australian barkcloths to Greek sculptures, African masks to European films. (Cross listed with ANTH581, AMST341, AMST515)

366. Information Technology and Global Culture.

Fall (3) Hamada.

Examines local-global cultural connections via Internet. W&M and Keio students conduct joint field research and explore political, social, economic and educational implications of electronic communication. (Cross listed with INTL 390-01)

370. Evolutionary Perspectives on Gender.

(GER 4C) Spring (3) Ingmanson. Recommended prerequisite: ANTH203.

This addresses the relationship between biological influences on, and the cultural construction of, human behavior. It asks: How are women's and men's lives affected by biological processes and our primate past? Is evolutionary thinking about humans compatible with feminism?

371. Idea of Race.

Fall or Spring (3) Staff.

This course tracks the history of the concept of race in western science and society. Students are helped to appreciate the subjective influences of science as well as the variety of societal expressions of racial and racist ideas.

411. Historical Linguistics.

(GER 3) Spring (3) Martin. Prerequisite: ANTH211.

A study of the kinds of change which language may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known language may be reconstructed. (Cross listed with ENG 404)

412. Descriptive Linguistics.

(GER 3) Spring (3) Staff. Prerequisite: ENG 307 or ENG 304, or consent of instructor.

A study of contemporary methods of linguistic analysis, with emphasis on data drawn from a wide variety of languages; in-depth analysis of a single language. Language universals, language types and field methods are discussed. (Cross listed with ENG 405)

413. Language and Society.

(GER 3) Spring (3) Staff. Prerequisite: ANTH211 or ENG 303.

A study of the place of language in society and of how our understanding of social structure, conflict and change affect our understanding of the nature of language. (Cross listed with ENG 406)

415. Linguistic Anthropology.

(GER 3) Spring (3) Bragdon. Prerequisite: ANTH220.

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets. (Cross listed with ENG 415)

418. Language Patterns: Types and Universals.

Fall (3) Martin. Prerequisite: ANTH220.

A survey of common patterns and constructions in language ranging from word order to case agreement, voice, aspect, relative clauses, interrogation and negation. Major themes include the unity and diversity of language and the techniques used to measure it. (Cross listed with ENG 418)

420. Tropical Ecology.

(GER 4B) Fall (3) Staff.

A survey of the tropical world, its distinctive features and constituents, resources, human responses and problems of development.

426. Foodways and the Archaeological Record.

Spring (3) Bowen.

An archaeological perspective on how hunting and gathering and agricultural societies have procured, distributed, prepared, and consumed food. An emphasis will be placed on relevant anthropological theories and the practice of interpreting archaeological remains. (Cross listed with ANTH526)

427. Native People of Eastern North America.

Fall (3) Bragdon.

This course treats the native people of eastern North America as they have been viewed ethnographically, theoretically and historically. Students will apply anthropological theory to historical and contemporary issues regarding native people of the eastern United States, and develop critical skills through reading, research and writing about these people. (Cross listed with ANTH527)

429. Exploring the Afro-American Past.

Fall (3) R. Price. (Not offered Fall 2002)

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in anthropology, history and literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross listed with AMST402, ANTH529, HIST345/529)

430. Issues in Contemporary Anthropology.

Fall and Spring (1,1) Staff. Open only to concentrators in their junior year.

The purpose of this course is to introduce concentrators to a variety of research projects and theoretical perspectives that are characteristic of contemporary anthropology. The colloquium will consist of a series of seminar presentations.

432. Maroon Societies.

Fall (3) R. Price.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. (Cross listed with AMST412/512, ANTH532, HIST340)

440. Primate Cognition and Communication.

Spring (3) King. Prerequisites: ANTH203, ANTH310.

An in-depth consideration, in seminar format, of how monkeys and apes think and communicate. Includes: problem-solving, tool use, awareness, evolution of language, symbols. Requires frequent oral presentation and original research.

445. Issues in Anthropology.

Fall (3) Staff. Prerequisite: ANTH202.

The course will deal with selected issues and problems in anthropology, such as war and peace, population, inequality and justice, the environment, ethnic relations and minorities. It may be repeated for credit when the topics vary.

450. Archaeological Conservation (I).

Fall (3) Moyer.

An introduction to the theory and practice of archaeological conservation, including systems of deterioration, treatment and storage. The first semester emphasizes the material science and technological underpinnings of archaeological artifacts, the nature of the archaeological environment, and the deterioration of artifacts. (Formerly ANTH303) (Cross listed with ANTH550)

***451. Archaeological Conservation (II).**

Spring (3) Moyer. Prerequisite: ANTH450.

In the second semester of the course, students receive instruction and experience in the laboratory treatment of artifacts from 17th- to 19th-century archaeological sites in North America and the West Indies. (Formerly ANTH304) (Cross listed with ANTH551)

***453. Zooarchaeology.**

Spring (3) Bowen.

An introduction to the identification and interpretation of animal bones recovered from archaeological sites. (Formerly ANTH316) (Cross listed with ANTH553)

454. Quantitative Research Methods in Anthropology.

Fall (3) Gallivan. Prerequisites: ANTH301, ANTH302 or permission of instructor.

An introduction to the design and implementation of quantitative research in anthropology. Statistical methods covered include those used in describing and interpreting archaeological, biological, ethnographic, and linguistic data. This course focuses on exploratory data analysis, probability, sampling, hypothesis testing, correlation, and regression. (Cross listed with ANTH554)

***455. Practicing Cultural Resource Management.**

Spring (3) Blanton, Gallivan. Prerequisites: ANTH201, ANTH301.

This course introduces students to the practice of cultural resource management (contract archaeology), including hands-on experience in planning, proposal preparation, field and laboratory strategies, project management and the reporting process. (Formerly ANTH322) (Cross listed with ANTH555)

456. Human Skeletal Biology.

Fall or Spring (3) Blakey.

A laboratory-intensive course in methods for the handling, identification, assessment, data collection, and analysis of archaeologically-excavated human skeletons.

457. Archaeology of Colonial Williamsburg and Tidewater Virginia.

Fall (3) Brown. Prerequisites: ANTH301 or permission of instructor.

This course examines the archaeological research on sites located in and around Williamsburg, the capital of the colony of Virginia from 1699-1781 as a way of reviewing the theory and method of historical archaeology. (Cross listed with ANTH557)

***460. Independent Study.**

Fall and Spring (1-3, 1-3) Staff.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the department's Undergraduate Committee. Normally to be taken only once.

470. Senior Seminar in Anthropology.

Fall (4) Staff. Pre-requisites: ANTH202 and two other ANTH courses in the same sub-field as the senior seminar section.

A small, writing intensive seminar for senior concentrators. Topics will vary, reflecting the research specializations of faculty teaching each section. Students will conduct original research and produce a substantial paper.

Topics for Fall 2002:**African Popular Cultural Practices. Weiss.**

This course uses approaches derived from anthropology, history and cultural studies to explore an array of popular cultural practices. Our purpose will be to develop complex understandings of popular culture generally, using sources from Africa.

The Archaeology of Culture Contact. *Gallivan.*

The archaeological study of culture contact offers a point of departure for the development of historical anthropology, raising theoretical and methodological challenges. In this course, North American culture contact studies that combine archaeological and documentary sources will be used to address these issues.

Topics for Spring 2003:**The American Indian Community 1900-Present.** *Moretti-Langholz.*

This course will explore the political, economic, legal and cultural responses of American Indian communities to federal and state governmental policies. Topics will include the creation, presentation and maintenance of a Native American identity, both on reservations and in urban communities

The Future of the Past. *Barka.*

In this seminar students will explore the cross-cultural meaning of the past as revealed through archaeology; how our knowledge of the past is influenced by political, social and economic factions; and how the past is used and interpreted in different ways by historians and archaeologists

Tool Using Behavior in Nonhuman Primates. *Ingmanson.*

This seminar will examine the concept of tool using as it has been applied in studies of nonhuman primates. Much of the focus will be on the great apes, but the precursors and cognitive correlates of tool using will also be considered in the object manipulations of other primates.

471. The Idea of Race.

Fall or Spring (3) Blakey.

This course tracks the history of the concepts of race in western science and society. Students are helped to appreciate the subjective influences of science as well as the variety of societal expressions of racial and racist ideas.

472. Ethnographic History.

Fall (3) R. Price.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and methods. (Cross listed with AMST434, ANTH572, HIST336)

475. Globalization, Democratization and Neonationalisms.

(GER 4C) Spring (3) Staff.

The aim of this course is to develop an anthropological understanding of some of the most salient processes—such as ethnic revival/conflict, democratization and the rise of neonationalisms—that recast the world into a small/single place, as well as cultural imageries and the heightening of consciousness of the world as a whole. (Formerly ANTH361) (Cross listed with ANTH575)

476. National Formations and Postcolonial Identities.

(GER 4B) Fall (3) Staff.

This course explores how indigenous practices shaped nations and identities in non-European worlds. In addition to scholarly studies, we read historical novels, autobiographical accounts and political manifestoes written by individuals who, mobilizing the indigenous past, orchestrated the construction of “sovereign” nation-states. (Formerly ANTH365) (Cross listed with ANTH576)

***482. Arts of the African Diaspora.**

Fall (3) S. Price. (Not offered Fall 2002)

An exploration of artistic creativity in the African Diaspora. Consideration of tradition and art history, the articulation of aesthetic ideas, cross-fertilization among different forms and media, the role of gender, the uses of art in social life, the nature of meaning in these arts, and the continuities with artistic ideas and forms in African societies. (Cross listed with ANTH582, AMST470, AMST582)

484. Collecting and Exhibiting Culture.

Fall (3) S. Price. (Not offered Fall 2002)

Ethnographic collecting in different parts of the world, questions of cultural ownership and appropriation, theories of acquisitions and preservation used by museums and private collectors, and current debates about the exhibition of both objects and people. (Cross listed with ANTH584, AMST470, AMST581)

486. Cultural Politics of Art.

Fall (3) S. Price.

Exploration of the cultural and political world of art as experienced by artists, museum visitors, gallery owners, teachers, collectors, curators, critics, and charlatans. Class discussions will consider anthropological and art historical perspectives in addressing questions central to both disciplines.

490. Writing and Reading Culture.

Fall (3) R. Price. (Not offered Fall 2002)

Trends in Ethnography (and Ethnographic History) during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross listed with ANTH590, AMST590, HIST 490/590)

492. Biocultural Anthropology.

Spring (3) Blakey.

Recent advances in the study of interactions between human biology and culture are examined. Biocultural anthropology extends beyond the limitations of evolutionary theory, employing political and economic perspectives on variation in the physiology and health of human populations.

†495-496. Honors.

Fall, Spring (3,3) Staff.

Students admitted to Honors in Anthropology will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for 1) formulating a course of study with a faculty advisor, and 2) preparing a substantial Honors essay, to be submitted two weeks before the last day of classes, spring semester. Satisfactory completion of Anthropology 495 and 496 will substitute for Anthropology 401 or 402 as a concentration requirement. For College provisions governing the Admission to Honors, see page 72. For departmental requirements, see department chair.

498. Internship.

Fall, Spring and Summer (variable credits) Staff.

This course allows students to gain practical experience under the supervision of a faculty advisor. The internship requires readings and a written report.

Summer Field Schools in Archaeology

The Department of Anthropology in conjunction with the Department of Archaeological Research at Colonial Williamsburg, will offer two six-week summer field schools in the Williamsburg area.

Anthropology 225: Archaeological Field Methods. *No prerequisites. 6 credits.*

An introduction to archaeological field and laboratory methods through participation in a field archaeological project. Archaeological survey and mapping, excavation techniques, data collection and recording, artifact processing and analysis, and related topics.

Anthropology 425: Advanced Archaeological Field Methods. *Prerequisites: Methods of Archaeology course or equivalent and field experience, or by permission of the instructor. 6 credits.*

The application of archaeological methods to an individual field project. The course will allow advanced students to work on an individual project within the framework of a supervised archaeological field program.

Graduate Program

The department offers the degree of Master of Arts in Anthropology with specialization in Historical Archaeology and PhD in Historical Anthropology and Historical Archaeology. For degree requirements and a full description of graduate courses, write to the Director of Graduate Studies, Department of Anthropology, for graduate catalog and information.

Applied Science

PROFESSORS Bradley (Chair), Johnson, Kelley, Kincaid, Kossler, Kranbuehl, Leemis, Manos, Orwoll, Starnes, and Vold. ASSOCIATE PROFESSORS Hinders, Mathias, and Saha. ASSISTANT PROFESSORS Holloway, Luepke and Smith. ADJUNCT PROFESSORS Dylla, Helfrich, Heyman, Hinkley, Levine, Madaras, St. Clair, Winfree, and Young. RESEARCH SCIENTISTS Broitman and Outlaw. DISTINGUISHED VISITING SCIENTISTS Liu and Pipes. VISITING SCIENTIST Bryant.

The Department of Applied Science

The Department of Applied Science offers an interdisciplinary graduate program in the physical sciences, which leads to the M.A., M.S. and Ph.D. degrees. It is offered cooperatively by the core faculty of Applied Science along with affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and the Virginia Institute of Marine Sciences (VIMS), as well as from the NASA Langley Research Center (LaRC) and the Thomas Jefferson National Accelerator Facility (Jefferson Lab). The main focus of the department is to improve processes to create and use high-value materials and to expand the range of measurement, test and characterization methods. Applied Science students perform their thesis research in the laboratories at William and Mary, Jefferson Lab and LaRC. The coursework component of each student's curriculum is highly flexible and is planned in consultation with his or her faculty advisory committee.

While Applied Science does not offer an undergraduate concentration, several courses in the department are particularly suitable for undergraduate students of physics, mathematics, chemistry and computer science.

Description of Courses

150,150W. Freshman Seminar.

Fall (3-4) Staff.

A course designed to introduce freshmen to specific topics in the study of applied science. 150W satisfies the lower-level writing requirement.

Topic for Fall 2002:

The Shape of Things. *Manos.*

This course is an introduction to material science that will appeal to students who do not plan to become scientists or engineers. Students will read extensively about forms and structures, which occur most frequently in natural and man-made objects seeking the reasons for common patterns that occur. Topics from outside the usual materials science and engineering mainstream, including materials used in art, architecture or biological systems will be encouraged.

Recycling Technology. *Kelley.*

An exploration of recycling issues as pertains to materials and their environment. Not all things can be recycled...what are the material/technical requirements? Natural recursion, marketplace induction, policy driven and space-limited scenarios are considered. During the 1980s, recycling arose as a populist issue. Now, with a manned space flight to Mars looming on the horizon, recycling technology becomes a cornerstone for humanity's reach to the stars.

Applied Pseudoscience. *Hinders.*

This course offers a brief introduction to the scientific method, and then explores systematically a variety of paranormal phenomena (UFOs, ESP, Bermuda Triangle, etc.) It will help students to distinguish legitimate scientific discoveries from the bogus claims of tricksters and fools.

312. Medical Imaging.

Spring (3) Hinders. Prerequisites: PHYS101/102 or PHYS107/108.

Introduction to the modern clinical non-invasive diagnostic imaging techniques. The course will cover the physical, mathematical and computational principles of x-ray, ultrasound, radionuclide and magnetic resonance imaging techniques.

401,402. Research in Applied Science.

Fall or Spring (1-3,1-3) Staff. Prerequisites: permission of the instructor.

Independent experimental or computational research under supervision of a faculty member. Hours to be arranged.

403,404. Independent Study in Applied Science.

Fall or Spring (1-3, 1-3) Staff. Prerequisites: permission of the instructor.

Independent study under supervision of a faculty member. Hours to be arranged.

411. Polymer Science I.

Fall (3) Starnes. Prerequisites: CHEM209, CHEM301.

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation and stabilization of polymers. Reaction mechanisms are stressed.

412. Polymer Science II.

Spring (3) Kranbuehl. Prerequisite: CHEM301.

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in building and in solution, conformational analysis, viscoelasticity and rubber elasticity.

416. Polymer Laboratory.

Spring (1) Orwoll. Prerequisite or Corequisite: APSC 411 or APSC 412.

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

422. Introduction to Materials Characterization.

Spring (3) Kelley. Prerequisite: Background in physical sciences.

Science and technology of determining surface and bulk structure and composition of organic and inorganic materials under instrument and 'in-situ' conditions. Examples chosen appropriate to class interests.

446. Introduction to Mathematical Physics.

Spring (3) von Baeyer.

Vector analysis, complex variables, matrices, and series solutions of differential equations, orthogonal functions and partial differential equations. (Cross listed with PHYS475)

451. Cellular Biophysics and Modeling.

Fall (3) Staff. Prerequisite: MATH111, MATH112 or 113.

An introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered will include the biophysics of excitable membranes, the gating of voltage- and ligand-gated ion channels, intracellular calcium signaling, and electrical bursting in neurons.

454. Introductory Bioinformatics.

Fall (3) Smith. Prerequisite: MATH111, MATH112 or 113, BIO 203, CSCI 141 or permission of instructor.

An introduction to the basic algorithms of computational molecular biology including nucleotide and amino acid sequence comparison, DNA fragment assembly, phylogenetic tree construction, and RNA and protein secondary structure prediction.

474. Continuum Mechanics.

Spring (3) Hinders.

This course covers the basic concepts of mechanics and thermodynamics of continua, including conservation of mass, momentum and energy; stresses and strains; viscous fluids, elasticity and thermal stresses; viscoelasticity and creep, ultimate failure; introduction to plasticity; elastic waves and elastodynamics.

490. Studies in Applied Science.

Fall and Spring (1-5) Manos, Staff.

Advanced or specialized topics in Applied Science. Subjects, prerequisites, credits and instructors may vary from year to year. Course may be repeated for credit if the instructor determines that there will not be a duplication of material.

492. Global Changes.

Spring (3) Levine. Prerequisites: PHYS101 and 102, or CHEM103 and one 200-level course or higher, or GEO 101 and one 200-level course or higher.

The impact of human activities on the global Earth system, i.e., the atmosphere, the oceans, the land, and the biosphere and the physics and chemistry of global atmospheric change will be considered.

494. Climate: Science and Policy.

Spring (3) Levine. Prerequisites: PHYS101 and 102, or CHEM103 and one 200-level course or higher, or GEO 101 and one 200-level course or higher.

The scientific factors and processes that control climate will be examined. Climate change and its societal implications will be assessed. Ways to mitigate climate change via scientific and policy approaches will be discussed.

†498. Internship.

Fall, Spring and Summer (1-5) Manos, Staff.

Research in accelerator science, atmospheric science, polymer science or quantitative materials characterization at the NASA-Langley Research Center in Hampton or the Thomas Jefferson National Accelerator Facility (TJNAF) in Newport News. Approval of the Chair of Applied Science is required prior to enrollment.

Art and Art History

PROFESSORS Chappell (Chair and Chancellor Professor), Barnes, L. Cohen, Jack and Wallach (Ralph H. Wark Professor). **ASSOCIATE PROFESSORS** Levesque and Watkinson. **ASSISTANT PROFESSORS** A. Cohen, Kreydatus, Peak and Zandi-Sayek. **INSTRUCTORS** Gaynes, Patterson, Pease and Ramirez. **ADJUNCT ASSISTANT PROFESSOR** Dye.

The Department of Art and Art History offers two programs: Art and Art History. In each program, the student is required to complete ART 211, 212 and ARTH 251 and 252. It is to the advantage of the student to complete these courses by the end of the sophomore year. A wide variety of programs can be developed from the offerings of the department to suit the individual needs of concentrators. Students in Art and Art History have developed careers in art, architecture, art history, museum work, teaching and applied arts in business. For purposes of double concentrating, Art and Art History combines well with history, anthropology, literature, comparative literature, music and music history, classical studies, philosophy, psychology, and the sciences to give a student a breadth of knowledge and experience in comparable methodologies that leads to mutually reinforcing insights in both concentrations. Students interested in elementary and secondary school teaching of art should elect the concentration in art. All members of the department are ready to offer advice on career plans in Art and Art History.

Special Opportunities and Facilities

Museum Internships. Museum internships for credit are possible with the Muscarelle Museum of Art, the Colonial Williamsburg Foundation and other art museums (see Art History 389).

Scholarships. There are a number of scholarship awards (detailed information is available from the Chair). The application deadline is usually early March:

The J. Binford Walford Scholarships are available for the study of architectural history and design. All students interested in such a study, including incoming freshmen, are eligible to apply.

The Joseph Palin Thorley Scholarship is available to all rising seniors who either major or minor in art with the exception of students interested in architecture.

The Martha Wren Briggs Art and Art History Scholarship supports two scholarships for academically distinguished undergraduate students during their junior or senior year who are concentrating in the Department of Art and Art History. Students must demonstrate strong potential for careers in art history, architecture, museum management or other non-studio art-related careers. Rising juniors and seniors may apply.

The Alumni Scholarships in Art and Art History are available for majors, minors and potential concentrators.

Student employment. A number of work possibilities in the Student Aid Program offer the opportunity of program-related experience in the art, art history and museum programs.

Student art organization. Tangelo, the club for students concentrating or interested in art and art history, sponsors lectures, excursions to museums, the Student Art Show and the Beaux-Arts Ball.

Preparation for graduate study in art with additional credits. Students in art preparing for graduate or professional study may apply to the Department to take 12 additional hours (over the 48 hour maximum) of courses in art (see Requirements for Concentration.)

Lectures, exhibitions, and workshops. Lectures in art history and workshops in various media, often in connection with exhibitions, are offered annually. The Department of Art and Art History sponsors a series of visiting exhibitions and of student work in the galleries in Andrews Hall. The Joseph and Margaret Muscarelle Museum of Art houses the College's art collection and sponsors a changing exhibition program.

Requirements for Concentration

Art. The art program is designed to offer the concentrator a variety of courses and the opportunity to work in depth at the advanced level. Concentrators in art are required to take ART 211, 212, 460, ARTH 251, 252, and eight additional credits in upper-level Art History courses to satisfy the Concentration Writing Requirement. For those students who will focus their study in two-dimensional art (drawing, painting, printmaking, architecture), they will be required to take 20 additional credits, of which ART 309: Life Drawing, and one other drawing course: ART 310 or ART 311, are mandatory. Students focusing their study in three-dimensional art (ceramics, sculpture, architecture) will be required to take 20 additional Art credits, three of which must be in ART 319 or 320: Life Modeling, and three additional credits in drawing courses: ART 309, 310, or 311. In addition, students focusing their study in printmaking will be required to take 20 additional credits of which ART 323: Intaglio and Monotype Printmaking, and ART 324: Lithography and Relief

Printmaking are mandatory. Within the 20 additional credits, all art concentrators must have at least six credits in 400 level Art courses. A minimum of 40 credits in Art and Art History must be earned in the concentration; a maximum of 48 credits may be earned. There is an exception to this rule for students preparing for graduate study in art. Students seriously interested in graduate study have the opportunity to apply to take an additional 12 credits in art in order to develop the graduate application portfolio (information is available from the Chair). Application to the Department and then the Degrees Committee is usually made around the time of declaration of concentration and not later than the first semester of the senior year.

All concentrators in Art are required to take ART 460, the Senior Student Exhibition, in their last semester. Concentrators must participate in a review of their work in order to show in the senior exhibition.

Art History. A minimum of 40 credits in Art and Art History must be earned in the concentration; a maximum of 48 credits may be earned. Art history requirements are designed to give the student a satisfactory program having breadth, variety and a balance between lecture courses and seminars. Students concentrating in art history are required to take ART 211, 212 and ARTH 251, 252. In addition to these 12 hours, the student must choose four credits in each of the following five fields:

- A. Medieval (ARTH 351, 352, 353)
- B. Renaissance and Baroque (ARTH 360, 362, 363, 364, 365)
- C. Modern (ARTH 370, 371, 372, 375)
- D. American (ARTH 381, 383)
- E. Non-Western (ARTH 392, 393, 394)

In addition, Methods in Art History (ARTH 480) and another 400-level course are required.

A student concentrating in Art or Art History may satisfy the Concentration Writing Requirement by passing any two of the following courses with a grade of C- or better: ARTH 351, 352, 353, 360, 362, 363, 364, 365, 370, 371, 372, 375, 381, 383, 392, 393, 394, 465, 467, 468, 469, 470, 471, 474, 480, 490 (if taken for 4 credits), 495-496.

Computing Proficiency

Art and Art History concentrators will satisfy the Concentration Computing Proficiency Requirement by passing ART 418 or by passing one of the Computer Science courses designed for this requirement.

The Minor in Art and Art History

A minor in Art and Art History can be achieved by following one of the three following programs:

Art. ART 211, 212 plus five 3-credit 300 or 400 level courses in Art.

Art History. ARTH 251, 252 plus four 4-credit 300 or 400 level courses in Art History.

Combined Art and Art History. ART 211, 212, ARTH 251, 252 plus three 300 or 400 level courses in any combination of Art, Art History or both.

Art

Description of Courses

150. Freshman Seminar in Studio Art.

Spring (3) Staff.

This course will introduce the student to many issues involved in making a work of art. It will combine written and creative projects that are designed to balance the analytical and intuitive understanding of what constitutes an aesthetic work.

211. Two-Dimensional Foundations.

(GER 6) Fall and Spring (3,3) Barnes, Kreydatus, Patterson, Peak.

Introduction to visual expressive concerns through lectures and projects in drawing, color and design as they function two-dimensionally. Six studio hours.

212. Three-Dimensional Foundations.

(GER 6) Fall and Spring (3,3) L. Cohen, Gaynes, Jack.

Creative problem solving in a variety of media dealing with the elements of three-dimensional form (line, surface, volume, mass, color, light and space) and exploring concepts of image, message, process, style and expression. Six studio hours. May be taken before ART 211.

309. Life Drawing I.

Fall and Spring (3,3) Kreydatus. Prerequisite: ART 211. Or permission of the instructor.

Exploration of various drawing concepts using the human figure.

310. Life Drawing II.

Fall and Spring (3,3) Kreydatus. Prerequisite: ART 309. Or permission of the instructor.

Continuation of ART 309.

311. Drawing.

Fall (3) Kreydatus, Staff. Prerequisite: ART 211. Or permission of the instructor.

The problems of visual understanding and expression in drawing using pencil and charcoal and dealing with line, value, proportion and perspective.

312. Water-based Media: Works on Paper.

Fall and Spring (3,3) Peak. Prerequisite: ART 211 and permission of the instructor.

For students with a strong background in drawing to explore the expressive nature of water-based media such as traditional watercolor, ink and wash, and pen and ink.

313. Architectural Design I.

Fall (3) Pease. Prerequisites: ART 211, ART 212. Or permission of the instructor.

The discovery of architecture through design with emphasis on basic vocabulary; drafting, perspective, shades and shadows, scale and proportion.

314. Architectural Design II.

Spring (3) Pease. Prerequisite: ART 313.

The investigation of the role of the architect with specific design problems and the development of presentation techniques.

315. Painting: Basic Pictorial Structure.

Fall (3) Barnes. Prerequisite: ART 211. Or permission of the instructor.

Introduction to painting with emphasis on objective pictorial structure. Exploration and development of formal, organizational concerns as they relate to painting. Subjects may include objects, landscape and the figure. May be repeated for credit.

316. Painting: Basic Pictorial Expression.

Spring (3) Barnes. Prerequisite: ART 315.

Introduction to painting with emphasis on how visual elements, dynamics, and handling of the material create envisioned and expressive themes. Work from memory, objects, landscape, and the figure stressing and evolving significant forms and symbols. May be repeated for credit.

319. Life Modeling I.

Fall (3) L. Cohen. Prerequisite: ART 212.

A study of the human figure in three dimensions. Figures are modeled directly from life in clay and plaster. Study is made of human anatomy and armature building.

320. Life Modeling II.

Fall (3) L. Cohen. Prerequisites: ART 212, ART 319.

A continuation of ART 319.

323. Printmaking – Intaglio and Monotype.

Fall and Spring (3,3) Peak. Prerequisite: ART 211.

An introduction to the earliest forms of printing from a metal plate. Each student will make one large print and participate in a final portfolio project with the class.

324. Lithography and Relief Printmaking.

Fall and Spring (3,3) Kreydatus, Peak. Prerequisite: ART 211 and permission of instructor.

Exploration of the unique possibilities of printmaking through lithography and single/multi block woodcuts. We will explore both traditional and contemporary approaches through a variety of subject matter.

325. Sculpture: Plaster and Stone Carving.

Fall (3) L. Cohen. Prerequisites: ART 211, ART 212. Or permission of the instructor.

An introduction to the basic concepts and processes of sculpture, to include instruction in direct plaster form building and stone carving. Emphasis on principles of visual language, sculptural organization, structured studio assignments. Introduction to traditional and contemporary sculptural solutions.

326. Sculpture: Wood Construction and Carving.

Spring (3) L. Cohen. Prerequisite: ART 212.

An introduction to the basic concepts and processes of sculpture, to include instruction in wood construction and wood carving. Emphasis on the principles of visual language, sculptural organization, structured studio assignments. Introduction to traditional and contemporary sculptural solutions.

327. Ceramics: Handbuilding.

Fall (3) Jack. Prerequisite: ART 212.

Introduction to the making of handbuilt forms with an emphasis on sculptural possibilities. Slab construction, pinch, coil and mold-making processes will be introduced. Discussions and critiques will focus on personal aesthetics, content and symbolism. Demonstrations and slide presentations will supplement the course.

328. Ceramics: Throwing.

Spring (3) Jack. Prerequisite: ART 212.

Introduction to forming clay using the potters wheel. Assigned problems will introduce students to various forming methods and will focus on form, function, surface and aesthetic detail. Emphasis on invention and creativity, as well as technical processes. Demonstrations, discussions and slide presentations will supplement the course.

***335. Ceramics: The Italian Experience.**

Summer (3) Jack. (Not offered 2002)

An intensive art course in ceramics taught in Urbino, Italy. Assignments will be designed to provoke students' interpretations of the architecture, sculpture, ceramics and culture of Italy. The majolica technique, a method dating from the Renaissance, will be introduced. Visits to museums and collections will supplement the course.

340. Topics in Art.

Fall or Spring (1-3, 1-3) Staff. Prerequisite: ART 211 or 212.

Course on special topics exploring a specific medium or approach.

408. Advanced Drawing.

Fall (3) Kreydatus. Prerequisites: ART 309, ART 310, ART 311.

Advanced work with visual concepts through drawing. Emphasis on further development of drawing skills, including work from various subjects in diverse media. May be repeated for credit.

***409. Advanced Life Drawing.**

Fall and Spring (3,3) Kreydatus. Prerequisites: ART 309, ART 310. Permission of instructor required.

This will be an advanced life drawing course involving in depth study of form, anatomy and contemporary concerns regarding figure drawing. A high degree of individual invention and expression are emphasized. Repeatable for up to 6 credits.

410. Advanced Painting.

Fall and Spring (3,3) Barnes. Prerequisites: ART 315 and ART 316, or two semesters of either ART 315 or ART 316, or permission of instructor required.

A continuation of ART 316 with more complex problems in the materials, methods and concerns of painting. Students will focus on an independent project beyond assigned class work. Possible field trip. May be repeated for credit.

412. Advanced Intaglio Printmaking.

Fall and Spring (3,3) Peak. Prerequisite: ART 323, ART 324.

Students will work independently on printmaking projects which advance their technical and conceptual understanding of the print medium. May be repeated for credit.

413. Advanced Lithography Printmaking.

Fall and Spring (3,3) Kreydatus. Prerequisite: ART 323, ART 324.

Independent printmaking projects in lithography. May be repeated for credit.

***414. Advanced Water-based Media: Works on Paper.**

Fall and Spring (3,3) Peak. Prerequisite: ART 312.

A course designed to allow a student to explore selected problems in works on paper. May be repeated for credit.

416. Advanced Ceramics.

Fall and Spring (3,3) Jack. Prerequisites: ART 327, ART 328. Or permission of the instructor.

Advanced problems in clay. Students will explore an individual topic, as well as assigned projects. Group critiques, discussions and individual appointments will be used to evaluate work. Slide presentations, field trips and reading assignments. Students will be expected to learn to fire all kilns. May be repeated for credit.

418. Advanced Architecture.

Fall and Spring (3,3) Pease. Prerequisites: ART 313, ART 314.

This studio will explore architectural issues using both two-dimensional and three-dimensional media with an emphasis on computer aided drafting (CAD). Students will engage in a series of investigations that examine the historic, symbolic, technical and environmental issues that inform contemporary architecture. May be repeated for credit.

420. Advanced Sculpture.

Fall and Spring (3,3) L. Cohen. Prerequisites: ART 325 or ART 326.

Advanced problems in sculpture: welding and cast metals, mold-making, cast paper and cast stone. Structured assignments to promote advanced solutions to organization and sculptural invention. Significant outside work load, group critiques, field trips, reading assignments, opportunity to select topics. May be repeated for credit.

***440. Topics in Art.**

Fall and Spring (1-3,1-3) Staff. Prerequisites: ART 211, ART 212, and a 300 level course.

Topics in art will explore a specific medium or approach.

***443. Advanced Studio - Independent Study.**

Fall and Spring (3,3) Barnes, Jack, Kreydatus, Patterson, Peak, Pease.

***444. Advanced Ceramics: The Italian Experience.**

Summer (3) Jack.

Same as ART 335, however, students will be assigned more complex problems and will be expected to work at a higher level.

460. Senior Exhibition.

Fall and Spring (0,0) Staff.

The senior exhibition is a requirement for graduating seniors. To be taken Pass/Fail the semester of graduation.

†495-496. Senior Honors in Art.

Fall, Spring (3,3) Staff.

Application information available from the chair and the Charles Center. For College provisions governing the Admission to Honors, see page 72.

Art History

Description of Courses

150W. Freshman Seminar in Art History.

Fall or Spring (4,4) Staff. (Not offered 2002-2003)

A course designed to introduce freshmen to specific topics in the study of art history. This course satisfies the lower-level writing requirement

251. Survey of the History of Art I.

(GER 4A, 5) *Fall and Spring (3,3) A. Cohen, Zandi-Sayek.*

The study of Ancient and Medieval art. Illustrated lectures and readings. ARTH 251 and 252 are prerequisites for upper level art history courses.

252. Survey of the History of Art II.

(GER 4A, 5) *Fall and Spring (3,3) Chappell, Levesque, Wallach.*

The study of European and American art from the Renaissance to the present. Illustrated lectures and readings. May be taken singly and before ARTH251. ARTH251 and 252 are prerequisites for upper level art history courses.

330. Topics in Art History.

Fall and Spring (4,4) Staff. Prerequisite: ARTH251 or ARTH252.

Courses of special subjects. Course may be repeated for credit when the topics vary.

351. Medieval Architecture.

Spring (4) A. Cohen. Prerequisite: ARTH251.

This covers the architecture of western Europe from 300 to 1450. Religious architecture is examined in relation to liturgy, popular beliefs and philosophical movements. Secular architecture: town planning, fortifications, domestic structures, is examined within economic and social contexts.

352. Medieval Figure Arts.

Spring (4) A. Cohen. Prerequisite: ARTH251.

The multifaceted character of Medieval figure art from the ca. 450 to the beginning of the Renaissance will be covered. Topics will include: Germanic non-figurative traditions, the revivals of classical art forms and the rise of the secular artist.

353. Early Christian and Byzantine Art.

Fall or Spring (4,4) A. Cohen. Prerequisite: ARTH251.

The study of the formation of Christian art in the 2nd century and their persistence and elaboration of these themes and styles in the Byzantine Empire until 1453.

360. Italian Renaissance Art, 1250-1600.

Fall (4) Chappell. Prerequisite: ARTH252.

Art from the Proto-Renaissance to Mannerism is studied with emphasis on cultural context, style, types, artistic theory, formative influences, legacies, historiological concepts, and principal artists such as Giotto, Donatello, Leonardo, Michelangelo, Raphael and Titian.

362. Northern Renaissance Art, 1300-1600.

Spring (4) Levesque. Prerequisite: ARTH252.

The Renaissance, High Renaissance and Mannerism in the Netherlands, France, Germany and Spain. Emphasis on cultural context, style, themes, theory, relationships with Italian art, indigenous traditions, and artists such as Van Eyck, Bosch, Durer, Breughel, Grunewald and El Greco.

363. Baroque Art, 1600-1750.

Spring (4) Chappell. Prerequisite: ARTH252.

The Baroque, the art of heightened persuasion, is traced from its origins to the Rococo with emphasis on style, types, artistic theory, origins, legacies, cultural context, and principal artists, Caravaggio, Bernini, Rubens, Rembrandt and Velasquez.

364. Renaissance and Baroque Architecture and Town Planning.

Fall (4) Zandi-Sayek. Prerequisite: ARTH252.

A history of major developments in architecture and town planning from c. 1480 to c. 1780 in Italy, Spain, France, Germany, the Netherlands and England. The various interpretations of Classicism and Humanism are given emphasis.

365. Seventeenth-Century Dutch Painting.

Spring (4) Levesque.

A comprehensive survey of 17th-century Dutch painting, artistic developments are placed in the context of the formation of the Dutch Republic around 1600. Artists such as Hals, Rembrandt, Vermeer are considered.

370. Nineteenth-Century Art.

Fall (4) Ramirez. Prerequisite: ARTH252.

A history of earlier modern art 1780-1880 in Great Britain, France, Germany and the United States. Emphasis is placed upon the impact of the socio-political, industrial and cultural revolutions on the major movements of the period, Romanticism and Realism.

371. Twentieth-Century Art.

Spring (4) Ramirez. Prerequisite: ARTH252.

A history of later modern art 1880-1980 in Europe and the United States. Emphasis is placed on the continuing influence of the socio-political, industrial and cultural revolutions on the origins of Modernism, its crystallization 1905-1925, and its demise after 1960.

372. Modern Architecture and Town Planning.

Spring (4) Zandi-Sayek. Prerequisite: ARTH252.

A history of architecture, landscape design and town planning from 1780 to 1980 in Europe and the United States. Emphasis is placed upon the impact of the socio-political, industrial and cultural revolutions from Romanticism to the crisis of Modernism.

375. Contemporary Art and Art Criticism.

Spring (4) Wallach. Prerequisite: ARTH252. (Not offered 2003)

Art since 1960 focusing on such issues as the definition of postmodernism, the commodification of art and the role of criticism within the circuits of artistic production and consumption.

381. Nineteenth-Century American Art.

Fall (4) Wallach. Prerequisite: ARTH252.

A study of major movements-Romanticism, Realism, Modernism-and figures-Allston, Cole, Church, Eakins, Homer, Sargent, Whistler, Cassatt-focusing on issues of iconography, representation and historical context.

383. Twentieth-Century American Art.

Fall (4) Staff. Prerequisite: ARTH252.

A study of major movements including Regionalism, Abstract Expressionism, Pop and figures Sloan, Sheeler, O'Keefe, Benton, Pollock and Warhol focusing on such issues as modernism, abstraction, and representation and problems of historical context.

***385. Eighteenth-Century Decorative Arts in Britain and America.**

Spring (3) Staff. Prerequisites: ARTH251, ARTH252, ARTH363 or ARTH364. Permission of chair required. (Not offered 2002-2003)

A course taught by the Colonial Williamsburg curators using the collection of 17th- and 18th-century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

***386. Eighteenth-Century Decorative Arts in Britain and America.**

Spring (3) Staff. Prerequisites: ARTH251, ARTH252, ARTH363 or ARTH364. Permission of chair required. (Not offered 2002-2003)

A course taught by the Colonial Williamsburg curators using the collection of 17th- and 18th-century British and American antiques in the exhibition buildings and the Wallace Gallery. An additional one credit is optional through an internship.

387. Introduction to Art Museology: A Survey I.

Fall (3) Staff. Prerequisites: ARTH251, ARTH252. (Not offered 2002)

The history of collecting art and the development of the art museum are presented.

388. Introduction to Art Museology: A Survey II.

Spring (3) Madonia. Prerequisites: ARTH251, ARTH252. (Not offered 2003)

Defining the functions and responsibilities of an art museum are the focus of this course.

***389. Museum Internships.**

Fall and Spring (1-3, 1-3) Chappell. Prerequisite: Application through the Department and the Academic Advising Office in the preceding semester (see Special Programs-Internships in this catalog).

May be used as an opportunity for an off-campus experience. May be repeated for up to six credits. Intended for concentrators in Art and Art History.

390. Early Islamic Art.

Fall (3) Prerequisite: ARTH251. (Not offered 2002)

Religion and art in Islam from the 7th to the 13th centuries CE. This course studies architecture, ceramics, painting and decorative arts from late classical and Persian antiquity to the development of mature styles as distinctive expressions of Islamic civilization.

391. Late Islamic Art

Spring (3) Prerequisite: ARTH251. (Not offered 2003)

Religion and art in Islam following the Mongol invasions and contact with the Far East. The course includes architecture, painting, ceramics, and decorative art of the Muslim renaissance, the sumptuous arts of the 16th and 17th centuries, and their decline.

392. Art of India.

(GER 4B) Spring (4) Dye. Prerequisite: ARTH251.

A study of the artistic, cultural and religious background of India with a special emphasis on the 12th through 18th centuries when the subcontinent was under Muslim rule.

393. The Art of China.

(GER 4B) Spring (4) Dye. Prerequisite: ARTH251.

A study of the art and architecture of China.

394. The Art of Japan.

(GER 4B) Fall (4) Dye. Prerequisite: ARTH251.

A study of the art and architecture of Japan.

460. Seminar Topics in Art History.

Fall or Spring (4) Staff. Prerequisite: Permission of instructor.

Seminar topics of special subjects that involve the student in research in primary materials and involve intense writing. May be repeated for credit when the topics vary.

465. Development of the Medieval Town.

Spring (4) Watkinson. Prerequisite: ARTH351 or ARTH353. (Not offered 2003)

A seminar that focuses on Rome, Paris and Tours, France from their origins through the Middle Ages. The archaeological record as well as extant architectural monuments will be emphasized. Students will select a town to research and track its evolution.

***467. Topics in High Renaissance, Mannerist and Baroque Art.**

Fall or Spring (4,4) Staff.

Intensive study of a selected topic in European art involving style, genres, iconography and artistic theory. Study of original paintings, sculpture, drawings and prints, as available, will be emphasized.

***468. History of Prints.**

Spring (4) Levesque.

A seminar on the origins and development of printmaking from the 15th to the 20th century. Prints are viewed as part of a wider cultural and artistic context and as a means of communication.

***469. British Painting and Colonial American Painting, 16th-Early 19th Centuries.**

Fall or Spring (4,4) Chappell. (Not offered 2002-2003)

British painting from Tudor to Neo-Classical periods; American painting from Colonial to Federal periods. Emphasis is on British style, an emerging American tradition, genres, theory, cultural context, and artists such as Holbein and Hogarth, Copley and Stuart.

***470. Colonial American Architecture and Town Planning.**

Fall or Spring (4,4) Staff.

A history of major developments in architecture and town planning from 1562 to 1792 in the United States and Canada. All major colonial cultures are studied: English, French, Spanish, German, Swedish and Russian.

***471. Renaissance and Baroque Architecture and Urban Studies.**

Spring (4) Staff.

A seminar with lectures that examines the major developments in architecture and town planning 1420-1780 in Europe and its North American colonies with emphasis on particular themes such as humanism and classicism. A major paper and class presentation are required; likely field trip.

474. Topics in American Art.Fall or Spring (4) Staff.*

Intensive study of a selected topic in American art involving a genre (e.g., landscape painting), a period (the 1930s), a movement (tonalism), or an issue (e.g., the representation of women in 19th-century American art).

480. Methods of Art History.Fall and Spring (4,4) A. Cohen, Levesque, Wallach, Zandi-Sayek.*

A survey of the methodological approaches to the study of the history of art. Written critiques, oral presentations and original research on a work from the Muscarelle Museum are required.

481. Historic Preservation.Fall (4) Watkinson. (Not offered 2002)*

A study of approaches to historic preservation, including theoretical, historiographic and practical applications. Class project prepares an architectural survey and preservation ordinance for a Virginia town. Students must be able to commit to several hours of field work.

489. Topics in Art History.*Fall and Spring (1-4,1-4) Staff.*

Seminar devoted to an in-depth study of a selected topic.

490-01. Independent Study - Medieval.Fall and Spring (1-4,1-4) A. Cohen.****490-02. Independent Study - Modern.***Fall and Spring (1-4,1-4) Ramirez, Wallach.****490-03. Independent Study - Renaissance, Mannerism & Baroque.***Fall and Spring (1-4,1-4) Chappell.****490-04. Independent Study - Asian.***Fall and Spring (1-4,1-4) Dye.****490-05. Independent Study - Architecture.***Fall and Spring (1-4,1-4) Zandi-Sayek.****490-06. Independent Study - Islamic.***Fall and Spring (1-4,1-4) Staff.****490-07. Independent Study - American Art.***Fall and Spring (1-4,1-4) Wallach.****490-08. Independent Study - Northern Renaissance and Baroque.***Fall and Spring (1-4,1-4) Levesque.****490-09. Independent Study.***Fall and Spring (1-4,1-4) Staff.***†495-496. Senior Honors in Art History Research.***Fall, Spring (3,3) Chappell.*

Application information available from the chair and the Charles Center. For College provisions governing the Admission to Honors, see page 72.

Biochemistry

ADVISORY COMMITTEE **Bebout** (Coordinator, Chemistry), **Coleman** (Academic Advising & Chemistry) and **Shakes** (Biology).

Biochemistry is a formalized minor within the Interdisciplinary Studies program. Students must declare this minor before the beginning of preregistration for the final semester of their senior year by submitting a Biochemistry Minor Declaration form with the Director of Interdisciplinary Studies (Professor Schwartz in the Charles Center). Electives are to be selected by each student in consultation with a member of the Advisory Committee.

A Biochemistry minor is especially appropriate for those interested in advanced studies in Biology, Chemistry, Biological Psychology or Medicine.

Requirements for Minor

A minor in biochemistry requires successful completion of a minimum of 18 credit hours consisting of a 12 credit core and 6 credits in electives. In addition, at least 9 hours in prerequisites must be completed. Two possible sequences for completing the course work required for the biochemistry minor are presented below. Courses enclosed in parentheses are only necessary to complete the minor if they are prerequisites to the upper level electives selected. See list below to determine typical semester availability of electives. Students with particularly strong preparation in the sciences and math could consider completing courses at a faster pace.

Sem.	Life Sciences Scheduling	Physical Sciences Scheduling
1	Bio 204: Principles of Biology Chem 103: General I	Chem 103: General I (Math 111: Calculus)
2	Bio 203: Principles of Biology Chem 206: Organic I	Chem 206: Organic I (Math 112: Calculus)
3	(Bio 206: General Zoology) Chem 209 or 307: Organic II (Math 111: Calculus)	Chem 209 or 307: Organic II Bio 203: Principles of Biology
4	Chem 308: Gen. II or Chem 305: Inorg. (Math 112: Calculus) (Chem 354: Chemistry Laboratory IV)	Chem 308: Gen. II or Chem 305: Inorg. Bio 204: Principles of Biology (Chem 354: Chemistry Laboratory IV)
5	Elective(s)	(Bio 206: General Zoology) Elective(s)
6	Bio 414: Biochemistry	Chem 414: Biochemistry
7	Elective(s)	Elective(s)
8	Elective(s)	Elective(s)

REQUIRED CORE (12 credits): Only two of these four courses can be applied to both a major and a minor. The minor requires 9 additional credits in prerequisites: Chemistry 103, Chemistry 206 and either Biology 204 or one of Chemistry 305 or 308 or 335.

- Chem 209: Organic Chemistry OR Chem 307: Organic Chemistry II
- Bio 203: Principles of Biology: Molecules, Cells and Development
- One of Chem 305: Inorganic Chemistry; Chem 308: General Chemistry II, Chem 335: Principles of Inorganic Chemistry; OR Bio 204: Principles of Biology: Organisms, Ecology and Evolution
- Chem 414: Biochemistry OR Bio 414: Biochemistry

ELECTIVES (6 or more credits): Students must select two additional courses from those listed below which are not offered by their concentration department; students majoring in neither Biology nor Chemistry must select one Biology course and one Chemistry course. Four credit electives have an integrated laboratory component.

- Bio 406: Molecular Cell Biology. *Fall (3). Prerequisite: BIO 206.*
- Bio 415: General Endocrinology. *Spring (4). Prerequisites: BIO 206, CHEM 307.*

- Bio 420: Genetic Analysis. *Fall (3). Prerequisite: BIO 204.*
- Bio 433: Developmental Biology. *Spring (3). Prerequisite: BIO 206.*
- Bio 436: Advanced Cell Biology. *Spring (3). Prerequisite: BIO 406.*
- Bio 437: Immunology. *Fall (3). Prerequisites: BIO 203 and BIO 204.*
- Bio 442: Molecular Genetics. *Spring (3). Prerequisite: BIO 204.*
- Bio 445: Neurobiology. *Fall (Not offered 2002-2003) (3). Prerequisite: BIO 206.*
- Chem 341: Principles of Biophysical Chemistry. *Spring (3). Prerequisites: MATH 111-112 and CHEM 308.*
- Chem 309: Instrumental Analysis. *Fall (4). Prerequisites: CHEM 308 and CHEM 354.*
- Chem 415: Advanced Biochemistry. *Fall (3). Prerequisite: BIO 414 or CHEM 414.*

Biology

PROFESSORS Wiseman (Chair), Allison, Bradley, Fashing, Scott and S. Ware. ASSOCIATE PROFESSORS, Beck, Broadwater, Capelli, Case, Chambers, Cristol, Heideman, Hoegerman, Saha, Sanderson, Shakes, Van Dover and Zwollo. ASSISTANT PROFESSORS Forsyth, Gilchrist, Griffin and Swaddle. RESEARCH PROFESSORS Byrd and Terman. RESEARCH ASSISTANT PROFESSORS Bierbaum, Jenkins and Watts. ADJUNCT ASSISTANT PROFESSORS Erwin and D. Ware. VISITING ASSISTANT PROFESSOR Sher. INSTRUCTOR Saunders.

The program of the Department of Biology is organized to provide concentrators with a sound introduction to the principles of biology and to develop an appreciation for the diversity and complexity of living things. The department attempts to provide concentrators both breadth and depth of training as well as a variety of approaches to the study of life, while allowing maximum flexibility in the development of programs consistent with the interests and needs of individual students. The concentration requirements below have been designed with these objectives in mind.

Requirements for Concentration

A minimum of 37 hours is required for a concentration in biology. Chemistry 103, 206, 307 or 209 and 308 or 305 and associated labs Chemistry 151, 252, 353 and 354 are required for a biology concentration, but the credit hours for these courses do not apply toward the minimum requirements for a concentration in biology. The Concentration Writing Requirement in biology can be fulfilled by Biology 300, Writing in the Biological Sciences, or by several other courses (consult the catalog description on page 108 for instructions on how to register for the writing requirement). The Concentration Computing Proficiency Requirement is satisfied by completion of Biology 200. It is strongly recommended that biology concentrators, especially those planning on pursuing advanced degrees, complete two semesters in both mathematics and physics.

The following five courses (15 credits) are required of all concentrators. Credits are given in parentheses. Students who received a score of 5 on the Advanced Placement Examination should consult p. 55 regarding exemption options and advanced placement credit.

- 200 Biological Sciences Laboratory (1)
- 203 Principles of Biology: Molecules, Cells, Development (3)
- 204 Principles of Biology: Organisms, Ecology, Evolution (3)
- 205 General Botany with Laboratory (4)
- 206 General Zoology with Laboratory (4)

In addition to the above, a concentrator must complete at least six credits from each group of courses listed below and must complete laboratory work in at least one course numbered above 300. A laboratory course from either group will satisfy this minimal requirement. Biology 403 and/or Biology 495-496 cannot substitute for the laboratory requirement.

Molecules, Cells, Genes and Development

- 324 Plant Development (3); 325 Plant Development Laboratory (1)
- 345 Neurobiology (3)
- 402 Microbiology (3), 423 Microbiology Laboratory (1)
- 406 Molecular Cell Biology (3); 407 Molecular Cell Laboratory (1)
- 414 Biochemistry (3)
- 415 Endocrinology with Laboratory (4)
- 419 Plant Physiology with Laboratory (4)
- 420 Genetic Analysis (3); 421 Genetic Analysis Laboratory (1)
- 430 Mechanisms of Bacterial Symbioses (3)
- 432 Principles of Animal Physiology with Laboratory (4)
- 433 Developmental Biology (3); 434 Developmental Laboratory (1)
- 435 Colloquium in Developmental Biology (1)
- 436 Advanced Cell Biology (3)
- 437 Immunology (3); 438 Immunology Lab (1)
- 439 Gene Regulation (3)
- 442 Molecular Genetics (3); 443 Molecular Genetics Laboratory (1)
- 446 Topics in Nuclear Structure and Gene Activity (3)
- 447 Neurophysiology (3)

Organisms, Populations, Ecology and Evolution

- 314 Vertebrate Biology (3)
- 315 Vertebrate Biology with Laboratory (4)
- 316 Invertebrate Biology with Laboratory (4)

- 401 Evolutionary Genetics (3)
- 405 Plant Interactions (2)
- 410 Animal Behavior (3); 411 Animal Behavior Laboratory (1)
- 412 Vascular Plant Systematics with Laboratory (4)
- 416 Introduction to Ornithology with Laboratory (4)
- 417 Population and Community Ecology (4)
- 418 Functional Ecology (3)
- 422 Phycology with Laboratory (4)
- 426 Aquatic Ecology with Laboratory (4)
- 427 Wetland Ecosystems with Laboratory (4)
- 428 General Entomology with Laboratory (4)
- 431 Physiological Ecology of Plants (3)
- 448 Evolutionary Biology (3)

Requirements for Minor

The minor in biology consists of 21 credits, of which Biology 200, 203, 204, 205 and 206 are required. The remaining 6 credits may be taken from either track. Biology 100, 102, 103, 105, 108, 207, 208, 209, 304, 305, 308, 403, 408, or 495-496 are not applicable toward the minimum requirements.

Description of Courses

100. General Biology.

(GER 2B) Fall (3) Wiseman.

An introduction to living things and processes. Topics covered include cell structure and function, genetics, developmental biology, evolution and ecology. Not applicable toward the minimum requirements for concentration or minor in biology. Students may not receive credit for this course if they have taken BIO 203 or BIO 204. Three class hours.

102. General Biology Laboratory.

(Lab) Fall (1) Saunders. Prerequisite or corequisite: BIO 100.

This course is intended for non-biology concentrators and should be taken concurrently with BIO 100 to fulfill the laboratory requirement. A laboratory course designed to reveal the nature of living systems through observation, experimentation and demonstration. Not applicable toward the minimum requirements for concentration or minor in biology. Three class hours.

103. Human Biology.

(GER 2B) Spring (3) Broadwater.

An examination of Homo sapiens from a biological perspective. Topics include our place in nature, basic information on human evolution, functional morphology, ecology and genetics. Not applicable toward the minimum requirements for concentration or minor in biology. Students may not receive credit for this course if they have taken BIO 203 or BIO 204. Three class hours.

105. Perspectives in Modern Biology.

Fall and Spring (Credit to be arranged) Staff.

Course content will center on topics which are related to an understanding and appreciation of the biological world that surrounds us. Topics will include a variety of organisms and approaches and will be offered as opportunity and demand arise. Designed as an elective for students who have little or no training in biology and do not intend to become biology majors or minors. May be repeated for credit.

108. Introduction to Ecology and Environmental Science.

(GER 2B) Spring (3) Capelli.

Introduction to selected basic principles of ecology that relate directly to current environmental issues and problems. Topics include energy transfer, biogeochemical cycles, population growth, community ecology, wildlife management, conservation and species diversity. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Three class hours.

150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

A course designed to introduce freshmen to various aspects of the study and consequences of the biological sciences. Not applicable toward the minimum requirements for concentration or minor in biology.

200. Biological Sciences Laboratory.

(Lab) Spring (1) Staff. Prerequisite: BIO 204. Prerequisite or corequisite: BIO 203.

This laboratory is designed exclusively for potential biology concentrators to illustrate fundamental biological principles and selected methodologies commonly utilized in biological investigations. Three laboratory hours.

***201. Freshman Research.**

Fall and Spring (1,1) Staff. Prerequisite: Permission of department and instructor.

Introduction to research with faculty mentor for freshmen identified by the Biology Department as having an unusually strong biology background. Can substitute for BIO 200 biology concentration requirement. Students cannot register themselves for this course.

203. Principles of Biology: Molecules, Cells, Development.

(GER 2B) Spring (3) Wiseman.

This course is designed for potential biology concentrators. The molecular and cellular characteristics of living organisms are emphasized. This course includes lectures on cell structure, biochemistry and metabolism, molecular genetics, and cellular and molecular processes in development. Three class hours.

204. Principles of Biology: Organisms, Ecology, Evolution.

(GER 2B) Fall (3) Cristol, Hoegerman.

This course is designed for potential biology concentrators. Emphasis is on the diversity of living organisms, their interrelationships and the evolutionary processes which result in diversity. Topics include major kingdoms, representative phyla, ecology, genetics and evolution. Three class hours.

205. General Botany.

Spring (4) Mathes. Prerequisites: BIO 203, BIO 204.

An examination of major groups of aquatic and terrestrial plants, as well as viruses, bacteria, algae and fungi. The structure, reproduction, cytology, physiology and taxonomy of plants will be presented as well as the interrelationships of plants with their environment. Three class hours, three laboratory hours.

206. General Zoology.

Fall (4) Heideman. Prerequisites: BIO 203, BIO 204.

The study of the evolution, classification, ecology, behavior, development and functional systems of the major animal phyla. Certain aspects of human biology will also be covered. Three class hours, three laboratory hours.

207. Insects and Society.

(GER 2B) Spring (3) Fashing. (Alternate years)

A survey of insects and related arthropods emphasizing their role on earth as well as their interactions with humans. Not applicable toward the minimum requirements for concentration or minor in biology. Three class hours.

208. Applied Botany.

(GER 2B) Fall (3) Staff.

A survey of the basic structure and function of plants with emphasis on their economic uses. Appropriate for students not concentrating in the natural sciences. Does not apply toward the requirements for concentration or minor in biology. Three class hours.

209. Insect Biology Laboratory.

(Lab) Spring (1) Fashing. Prerequisite or corequisite: BIO 207 or consent of instructor. (Alternate years)

A laboratory designed to provide non-science concentrators with an appreciation of insects and related arthropods. Field trips and laboratory exercises emphasize the biology and recognition of common insects. A course especially useful to school teachers. Three laboratory hours.

300. Writing in the Biological Sciences.

Fall and Spring (0,0) Staff.

Students fulfill the Concentration Writing Requirement in biology by working with an individual faculty member, typically in a lecture course or laboratory or by conducting a research project (Biology 403, Research in Biology or Biology 495-496, Honors). Fulfilling this requirement can also be done without registration in a formal course. Declared concentrators should discuss the writing requirement with a faculty member during the first two weeks of the semester during which they would like to fulfill the writing requirement. Once accepted by a faculty member, the student will be added to the proper section of Biology 300 by the faculty member. Students do not register for this course during registration.

304. Human Physiology.

(GER 2B) Spring (3) Deschenes. Prerequisite: BIO 100 or BIO 203.

Detailed study of the manner in which different organ systems of the human body function. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Students who have taken BIO 432 may not register for this course. Three class hours. (Cross listed with KIN 304)

305. Human Physiology Laboratory.

(Lab) Spring (1) Deschenes. Corequisite: BIO 304.

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and renal responses to fluid intake. Does not fulfill a laboratory requirement for biology concentrators. Three laboratory hours. (Cross listed with KIN 305)

308. Human Anatomy.

Fall and Spring (4,4) McCoy. Prerequisite: BIO 100.

Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to physical and health education. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Three class hours, four laboratory hours. (Cross listed with KIN 303)

314. Vertebrate Biology.

Spring (3) Sanderson. Prerequisite: BIO 206. (Alternate years)

A study of the ecology, phylogeny, behavior, physiology and functional morphology of vertebrates, with special emphasis on fishes, amphibians and reptiles. Three class hours. Students cannot receive credit for both 314 and 315.

315. Vertebrate Biology with Laboratory.

Fall (4) Sanderson. Prerequisite: BIO 206. (Alternate years)

A study of the ecology, phylogeny, behavior, physiology and functional morphology of vertebrates, with special emphasis on fishes, amphibians and reptiles. Three class hours, three laboratory hours. Students cannot receive credit for both 314 and 315.

316. Invertebrate Biology.

Fall (4) Van Dover. Prerequisites: BIO 203, BIO 204.

Biology of the major invertebrate groups with an emphasis on marine and estuarine species. Strongly recommended for students interested in marine biology. Three class hours, four laboratory hours.

324. Plant Development.

Fall (3) Staff. Prerequisite: BIO 205.

Discussion of cell growth, hormone balance, nutrition and cell division as factors which contribute to the determination of developmental pathways in plants. Three class hours.

325. Plant Development Laboratory.

Fall (1) Staff. Prerequisite or corequisite: BIO 324. (Alternate years)

Designed to supplement and complement the materials presented in BIO 324. Emphasis is placed on demonstrations involving plant structure and development. Plant diversity (field trip), germination, stems, roots, leaves, water, plant reproduction and hormones in plant growth are investigated. Three laboratory hours.

330. Introduction to Oceanography.

Spring (3) Bauer, Kuehl. Prerequisites: BIO 203, BIO 204. (Alternate years)

Description of physical, chemical, biological and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors which control ocean history, circulation, chemistry and biological productivity. Three class hours. (Cross listed with GEO 330)

345. Neurobiology.

Fall (3) Griffin. Prerequisites: BIO 203, BIO 206.

An introduction to the fundamental concepts of neurobiology; this course will cover basic neuroanatomy and electrophysiology, but will emphasize the molecular basis of neuronal development and signaling, including sensory systems, motor systems, learning and memory, behavior and disease of the nervous system. Three class hours.

401. Evolutionary Genetics.

Fall (3) Staff. Prerequisite: BIO 204. (Not offered 2002-2003)

Evolution as an ongoing process, rather than as a history, is emphasized. Topics include theoretical and experimental population genetics, ecological genetics, interactions of evolutionary forces, genetic divergence, speciation and molecular evolution. Three class hours.

***403. Research in Biology.**

Fall and Spring (Credit to be arranged) Staff. Prerequisite: Permission of departmental committee on honors and undergraduate research required.

Independent laboratory or field research under the supervision of a faculty member. A written report is required. No more than three hours may be applied toward the minimum 37 required for a biology concentration. May be repeated for credit up to a maximum of 6 hours. Hours to be arranged.

***404. Topics in Biology.**

Fall and Spring (Credit to be arranged) Staff.

Areas of special current research interest presented by resident and visiting faculty members as opportunities and demand arise. May be repeated for credit. Hours to be arranged. Credits count toward concentration.

405. Plant Interactions.

Fall (2) Staff. Prerequisite: BIO 205.

Chemical changes between plants and their environment. Includes plant interactions with organisms (other plants, animals, insects, microbes) and the physical surroundings (air, water, soil). Two class hours.

406. Molecular Cell Biology.

Fall (3) Shakes. Prerequisites: BIO 203, BIO 204 and either BIO 205 or BIO 206. CHEM307 recommended.

An introduction to the principles by which eukaryotic cells function with an emphasis on the molecular biology of cells and experimental approaches to their analysis. Three class hours.

407. Molecular Cell Biology Laboratory.

Fall (1) Shakes. Prerequisite or corequisite: BIO 406.

An introduction to the use of cell biology laboratory techniques including light and electron microscopy, mutant analysis and selected biochemical techniques. Three laboratory hours.

410. Animal Behavior.

Spring (3) Cristol. Prerequisite: BIO 206. PSY 201 recommended.

The study of vertebrate and invertebrate behaviors as adapted traits under the influence of both genes and the environment. Animal behavior, including that of humans and endangered species, will be placed in an ecological and evolutionary context. Three class hours.

411. Animal Behavior Laboratory.

Spring (1) Cristol. Prerequisites or corequisites: BIO 410 and any course in statistics. (Alternate years)

Course is intended to give students experience in designing and undertaking publication-quality research to solve real questions about animal behavior. Three laboratory hours, out-of-class data acquisition necessary.

412. Vascular Plant Systematics.

Fall (4) Case. Prerequisite: BIO 205.

A study of the principles and research methods of vascular plant systematics, emphasizing classification, evolution and comparative morphology of the major families of vascular plants. Three class hours, four laboratory hours.

414. Biochemistry.

Spring (3) Staff. Prerequisite: CHEM307 or CHEM209; prerequisite or corequisite: CHEM305 or CHEM308.

A study of the molecular basis of living processes: The chemistry of the important constituents of living matter, biosynthesis, bioenergetics, metabolism; enzyme kinetics; metabolic control, transport mechanisms. Three class hours. (Cross listed with CHEM414)

415. General Endocrinology.

Spring (4) Bradley. Prerequisites: BIO 206, CHEM307.

The role of hormones in homeostatic control of metabolic processes and reproduction. This is an introductory course and is a prerequisite for Experimental Endocrinology. Three class hours, four laboratory hours.

416. Ornithology.

Fall (4) Cristol. Prerequisite: BIO 206. BIO 404, BIO 413 recommended. (Alternate years)

Lectures, laboratory exercises, field experiments and birding trips will provide a comprehensive introduction to the ecology and evolution of birds. Phylogenetic relationships, behavior, conservation and identification of Virginia's avian fauna will be stressed. Three class hours, three laboratory hours, several early morning field trips.

417. Population and Community Ecology.

Fall (4) Ware. Prerequisites: BIO 205, BIO 206; one may be taken concurrently.

Discussion of the structure and dynamics of ecological populations and biotic communities. Emphasis will be on environmental constraints and species interactions that control population growth and determine both diversity and similarities in community structure and function. Three class hours, three laboratory hours.

418. Functional Ecology.

Spring (3) Sanderson. Prerequisite: BIO 206. (Alternate years)

Concepts and approaches in physiological ecology, biomechanics and ecological morphology. The course emphasizes critical thinking, discussion and student presentations on journal articles from the primary literature. Hypothesis formulation and methods of data collection and analysis will be studied. Three class hours.

419. Plant Physiology.

Spring (4) Staff. Prerequisite: BIO 205. CHEM307, CHEM308 recommended.

Mechanisms of absorption, translocation, synthesis and utilization of materials. The role of internal and external factors in plant growth. Selected laboratory experiments are used to illustrate physiological principles. A research problem is required. Three class hours, four laboratory hours.

420. Genetic Analysis.

Fall (3) Hoegerman. Prerequisites: BIO 203, BIO 204.

Discussion of classical and modern genetics. Topics will be drawn from the following: Mendelian inheritance, recombination and linkage, cytogenetics, model genetic systems, mutation analysis, mitochondrial and chloroplast genetics. Three class hours.

421. Genetic Analysis Laboratory.

Spring (1) Hoegerman. Prerequisite or corequisite: BIO 420.

Designed to illustrate genetic principles through experimental work with living organisms, including *Drosophila*, flowering plants, fungi and bacteria. Three laboratory hours.

422. Phycology.

Fall (4) Scott. Prerequisite: BIO 205.

A study of eukaryotic algae emphasizing the local marine flora. Systematics, morphology, life histories, development, ecology and economic importance will be presented. The laboratory will offer opportunities for collection and identification of macrophytic marine forms and phytoplankton. Three class hours, three laboratory hours.

425. Introduction to Biostatistics.

Spring (4) Staff. Prerequisites: BIO 205, BIO 206 or permission of instructor.

An introduction to statistics and research design, including statistical inference, hypothesis testing, descriptive statistics and commonly used statistical tests. Emphasis is placed on the application of quantitative techniques in the biological sciences and solution methods via use of the computer. Three class hours, three laboratory hours.

426. Aquatic Ecology.

Fall (4) Capelli. Prerequisite: BIO 100 or BIO 204.

Introduction to the ecology of aquatic systems; discussion of the important physical and chemical characteristics of aquatic environments and the adaptations of organisms living in water; community structure and the important processes affecting it, including major aspects of water pollution. Three class hours, three laboratory hours.

427. Wetland Ecosystems.

Fall (4) Chambers. Prerequisite: BIO 203 and BIO 204.

An investigation of structure and function of wetland ecosystems, considering their formation and distribution at local, regional and continental scales. Interactions amongst biologic, geologic and hydrologic components in wetland development will be presented in lecture, lab and field exercises. Three class hours, three laboratory hours.

428. General Entomology.

Fall (4) Fashing. Prerequisites: BIO 100 or BIO 203 and BIO 204.

An introduction to the biology of insects designed to give the student an overview of entomology. Included are such topics as classification, morphology, physiology, behavior, ecology and economic importance. Three class hours, four laboratory hours.

430. Mechanisms of Bacterial Symbiosis.

Fall (3) Forsyth. Prerequisite: BIO 402 or permission of instructor.

Symbiotic relationships encompass a spectrum from parasitism to mutualism. This class will explore the molecular basis of bacterial diseases and the basis of bacterial host mutualistic relationships. Three class hours.

431. Physiological Ecology of Plants.

Spring (3) Ware. Prerequisite: BIO 205.

Consideration of the effects of environment on the growth, physiology and distribution of plants. The factors which determine the adaptability of plants to various habitats will be discussed. Three class hours.

432. Principles of Animal Physiology.

Fall and Spring (4,4) Bradley, Heideman. Prerequisites: BIO 206, CHEM307.

The function of the animal as a whole as indicated by the physiology and interrelationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates. Three class hours, four laboratory hours.

433. Developmental Biology.

Spring (3) Saha. Prerequisite: BIO 206.

An introduction to embryonic and postembryonic developmental processes in animals emphasizing cellular differentiation, the generation of form and shape, growth regulation, cellular recognition and communication, molecular control mechanisms of gene expression, developmental neurobiology and cancer. Three class hours.

434. Developmental Biology Laboratory.

Spring (1) Saha. Prerequisite or corequisite: BIO 433.

An intensive examination of molecular techniques as applied to developmental processes; this semester-long laboratory will involve cloning and analyzing a developmentally significant gene. Three laboratory hours.

435. Colloquium in Developmental Biology.

Fall (1) Staff. Prerequisite: BIO 433. (Offered on demand)

A consideration of specific major areas, problems and current research efforts in developmental biology. Course may be repeated; contents will vary but the credit each time will be the same (one hour). One class hour.

436. Advanced Cell Biology.

Spring (3) Shakes. Prerequisite: BIO 406.

An in-depth study of a specific topic in cell biology based on readings from the current primary literature. Topics will vary but may include the cytoskeleton or cell signaling. Course may be repeated for credit when topics vary. Three class hours.

437. Immunology.

Fall (3) Zwollo. Prerequisites: BIO 203, BIO 204.

This course gives an overview of the cells and molecules that compose the immune system and the mechanisms by which they protect the body against foreign invaders, with emphasis on current experimental approaches and systems. Three class hours.

438. Immunology Laboratory.

Fall (1) Zwollo. Prerequisite or corequisite: BIO 437.

An introduction to current techniques available to study immune responses in mice. Includes tissue culture of lymphocytes, measuring antibody levels using ELISA techniques, and detection of proteins expressed during lymphocyte development using Western blot analyses. Three laboratory hours.

439. Gene Regulation.

Spring (3) Zwollo. Prerequisite: BIO 203. Corequisite: BIO 442 or BIO 437 or permission of instructor.

Students will gain experience in reading and critically analyzing articles from the primary literature. Topics will involve current research approaches in the field of gene regulation during immune system development. Course may be repeated for credit when topics vary.

440. Microbiology.

Spring (3) Forsyth. Prerequisites: BIO 203, BIO 204.

Introduction to the biology of prokaryotes and viruses. Classical topics such as growth, metabolism and genetics as well as molecular biology are covered. The roles of microorganisms in ecological, biogeochemical, and environmental processes and human health and history are stressed. Three class hours.

441. Microbiology Laboratory.

Spring (1) Forsyth. Corequisite: BIO 440.

An introduction to the techniques used routinely in various disciplines of microbiology. Experiments will cover basic microbiological technique, microbial ecology, and a solid foundation in molecular genetic methodology used in molecular biology research in various fields. Three laboratory hours.

442. Molecular Genetics.

Spring (3) Allison. Prerequisites: BIO 203, BIO 204.

This course gives a comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy. Three class hours.

443. Molecular Genetics Laboratory.

Spring (1) Allison. Prerequisite or corequisite: BIO 442.

Experiments illustrating current techniques in molecular genetics, including basic cloning, transformation of bacteria with recombinant DNA, plasmid and genomic DNA purification, gel electrophoresis, restriction digests, DNA labelling, Southern transfer, PCR and green fluorescent protein expression in transfected mammalian cells. Three laboratory hours.

444. Biology Laboratory Teaching.

Fall, Spring, Summer (1, 1, 1) Staff. Prerequisites: Student must have achieved an A- or above in BIO 207 or above laboratory class in which they will assist. Instructor permission.

An introduction to biology laboratory teaching through selected readings and short discussion sessions. Teaching skills will be developed by assisting in an advanced biology laboratory. Three laboratory hours.

446. Topics in Nuclear Structure and Gene Activity.

Fall (3) Allison. Prerequisite: BIO 442 or permission of instructor.

An in-depth, advanced exploration of the structure of the nucleus and molecular mechanisms of eukaryotic gene regulation, based on readings from the current primary literature. Topics will include mechanisms regulating nuclear import and export of transcription factors and RNA, the role nuclear architecture plays in gene activity and RNA processing, and how failure to appropriately coordinate these processes leads to abnormal or diseased states. Three class hours.

447. Neurophysiology.

Spring (4) Griffin. Prerequisites: BIO 203, BIO 206, CHEM307 or permission of instructor.

An exploration into the basic concepts related to the activity of the nervous system. This course will focus on electrical and chemical signaling within the nervous system and the ability to control and regulate other physiologic systems. Three class hours, three laboratory hours.

448. Evolutionary Biology.

Spring (3) Swaddle. Prerequisites: BIO 204 or BIO 206.

An introduction to the mechanisms and outcomes of evolution. Examples are drawn from many disciplines (e.g. genetics, behavior, and paleontology) to discuss how researchers study the evolution of organisms and develop evolutionary theory. Emphasis will be given to organismal processes.

480. Directed Readings in Biology.

Fall and Spring (1-3,1-3) Staff. Prerequisite: BIO 203 and BIO 204.

A directed reading course to investigate the biological basis of an advanced special topic in biology, with intensive reading of review of articles, texts, and primary literature on the topic.

†495-496. Honors.

Fall, Spring (3,3) Staff. Prerequisites: Senior standing, an overall concentration grade point average of 3.0 and permission of departmental committee on honors and undergraduate research.

Independent laboratory or field research for biology concentrators under the supervision of a faculty member. Students are required to write an Honors thesis based on a review of the literature and their research. Six hours may be applied toward the minimum 37 required for the biology concentration. For College provisions governing the Admission to Honors, see page 72.

Graduate Program

The department offers the degree of Master of Arts. For degree requirements and a full description of graduate courses in biology, write to the department chair for a graduate catalog.

Black Studies

ADVISORY COMMITTEE: **Pinson** (Acting Program Director, English), **McLendon** (Program Director, On leave 2002-2003), **Blakey** (Anthropology), **Cooper** (English/Linguistics), **Ely** (History), **Gavaler** (Dance), **Gundaker** (Anthropology/American Studies), **Gutwein** (Music), **Lambert** (Theatre), **Lowry** (English/American Studies), **Phillips** (History, On leave 2002-2003), **Royster** (Sociology), and **Weiss** (American Studies/English).

Black Studies provides an interdisciplinary framework for examining the experiences of people of African heritage. The curriculum engages students in the critical examination of black diasporic cultural traditions and race relations in Africa, the Caribbean Basin and especially North America; Black Studies regards black people and their cultures as essential, organic components of the societies in which those people live. The concentration draws on fields such as history, sociology, economics, anthropology, literature, music, drama, dance, film, and the visual arts.

Requirements for Concentration

A concentration in Black Studies requires the successful completion of at least 37 credit hours, as follows:

1. Four required courses, totaling 10 credits: BLS 205, HIST 235 or 236, BLS 301 (Junior Seminar) and BLS 407 (Senior Colloquium).
2. An additional 27 credits selected from two sets of courses in consultation with a BLS advisor to form a coherent plan of study. Of these, at least 18 credits must be in courses above the 200 level.

A list of possible courses will be published each semester and available from advisors. Students may also choose to enroll in several individualized courses, including Independent Study and Senior Honors.

A student who satisfies all requirements for a concentration in BLS also satisfies the Concentration Writing Requirement.

Each concentrator must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in a course within the program designated by the student. The Advisory Committee must approve the designation of courses that fulfill this requirement.

Concentration application forms are available in the Charles Center. These must be submitted along with the completed Declaration of Concentration form available from the Office of Academic Advising and a current transcript or DARs report.

Language Requirement

Students are strongly encouraged to gain proficiency in at least one foreign language. Students interested in building a language component into their program of study should consult with a member of the Advisory Committee.

Minor Requirements

The minor in Black Studies requires 18 credits, including the following core courses: BLS 205, HIST 235 or 236, and BLS 301 (Junior Seminar). The remaining credits will be fulfilled through courses that should be selected from the electives list in consultation with an advisor. Courses from the department in which the student is concentrating cannot be counted toward the minor.

Description of Courses

150,150W. Freshman Seminar.

Fall and Spring (3,4;3,4) Staff.

A course designed to introduce freshmen to selected topics in Black Studies. 150W satisfies the lower-level writing requirement.

205. Introduction to Black Studies.

(GER 4C,5) Fall (3) Staff.

A course that takes a multidimensional approach to the field of Black Studies through several essential areas of inquiry such as double consciousness, African American identity, freedom and Latin/Caribbean connections.

301. Seminar in Black Studies.

Spring (3-4) Staff.

An in-depth study and discussion of a specific issue in Black Studies. This writing intensive seminar satisfies the concentration writing requirement.

306. Topics in Black Studies.*Fall or Spring (1-3) Staff.*

Seminar classes focusing on special topics in Black Studies. (This course may be repeated for credit.)

307. Workshop on Black Expressive Culture.*Spring (3) Staff. Prerequisite: BLS 205 or instructor permission.*

An arts oriented workshop that will vary depending upon the specialization of the professor(s) currently teaching the course. With faculty supervision students will create and present individual Black Studies related projects.

407. Senior Colloquium.*Spring (1) Staff. Prerequisites: BLS 205, BLS 301 or instructor permission.*

A forum in which student and faculty consolidate the body of knowledge and ideas students have acquired in Black Studies and related courses. For concentrators who have completed most concentration requirements, including BLS 205 and 301, and for non-concentrators with instructor permission.

480. Independent Study.*Fall and Spring (1-3,1-3) Director. Prerequisites: BLS 205 and permission of instructor.*

A tutorial agreed upon by the student and instructor and approved in advance by the Black Studies Advisory Committee. Open only to concentrators who have completed at least half of the concentration requirements.

†495-496. Senior Honors.*Fall, Spring (3,3) Staff. Prerequisite: Permission of instructor.*

Students admitted to Senior Honors in Black Studies will be responsible for (a) formulating a program of study in consultation with a BLS advisor, (b) satisfactory completion by April 15 of an original scholarly essay on a topic approved by the Advisory Committee, and (c) a comprehensive oral examination. For College provisions governing the Admission to Honors, see page 72.

498. Internships.*Fall, Spring, and Summer (1-3,1-3,1-3) Staff. Prerequisite: Permission of instructor.*

Qualified juniors and seniors may receive credit for an approved program which provides an opportunity to apply and expand knowledge under expert supervision in an off-campus position. Internships must be approved in advance by the program director, and supervised and evaluated by a faculty member. See program director for details.

Additional Courses Eligible for Concentration or Minor

A sample listing of courses that may be counted toward the concentration or minor appears below. Not all of these courses are offered every semester and additional courses may qualify. Students should consult a program advisor for a list of each semester's eligible courses.

AMST 445	Southern Literature and Culture
AMST 470	Introduction to African American Culture
AMST 470	African American Material Culture
AMST 470	Blacks and American Cinema
AMST 470	Rebellion and Revolution in Slave Society
ANTH 330	Caribbean Cultures
ANTH 335	Peoples and Cultures of Africa
ANTH 336	African Cultural Economics
ANTH 337	African Ritual and Religious Practice
ANTH 429	Exploring the Afro-American Past
ANTH 432	Maroon Societies
ANTH 482	Arts of the African Diaspora
DANC 230	History of American Vernacular Dance
ENG 365	Early Black American Literature (formerly 460)
ENG 366	Modern Black American Literature (formerly 461)
ENG 462	When Harlem Was in Vogue
ENG 463	Major African American Women Writers
ENG 464	Language, Race and Gender
HIST 325	Race, Culture and Modernization in South Africa
HIST 181,182	African History
HIST 235,236	Introduction to African American History

HIST 470C	Disease, Medicine and Society in Africa
HIST 326	Ethnicity and the State in the African Context
HIST 488C	Gender and Change in Modern Africa
HIST 340	Maroon Societies (Cross listed as ANTH 432)
HIST 300	The Caribbean
HIST 491C	Race and History in Southern Africa
HIST 491C	African Americans and Religion
HIST 490	Blacks/Old South
HIST 651	History of Africa
MUS 173	Jazz
REL 348	Afro-American Religion
REL 368	Islam in N. Africa
SOC 328	Blacks in American Society
THEA 151	African-American Theatre on Stage
THEA 461	African-American Theatre

Chemistry

ASSOCIATE PROFESSOR **Rice** (Chair). PROFESSORS **Abelt**, **DeFotis** (Garrett-Robb-Guy Professor), **Kiefer**, **Knudson**, **Kranbuehl**, **Orwoll**, **Starnes** (Floyd D. Gottwald, Sr., Professor) and **Thompson**¹. ASSOCIATE PROFESSORS **Bebout**, **Coleman**, **Hinkle** and **Pike**. ASSISTANT PROFESSORS **Bagdassarian**, **Harbron**, **Landino** and **Poutsma**. ADJUNCT PROFESSOR **Smith**. INSTRUCTOR **Putnam**.

Students concentrating in chemistry are afforded a variety of options upon graduation. Many go to graduate school in chemistry, biochemistry, chemical engineering, materials science, medical school, dental school, law or business. Others go directly into professional chemistry as employees of private industry, governmental agencies or educational institutions. Departmental alumni/ae are university professors, research scientists, medical doctors, lawyers, dentists, executives, directors of research, secondary school teachers and administrators.

Most concentrators engage in research projects for credit in association with a member of the department faculty. Normally this is begun during the second semester of the junior year and continued through the senior year. Opportunities exist for many students to work on projects prior to their junior year and/or in the summer.

Requirements for Concentration

The minimum number of semester credits required for concentration in chemistry is 38, including 29 semester credits of core chemistry courses. These core courses are presented here in a typical schedule of a student intending a concentration in chemistry.

Year	Fall	Spring
1	General I (Chem 103) Laboratory I (Chem 151)	Organic I (Chem 206) Laboratory II (Chem 252)
2	Organic II (Chem 209 or 307) Laboratory III (Chem 353)	Inorganic (Chem 305) or General II (Chem 308) Laboratory IV (Chem 354 or Chem 356)
3	Physical I (Chem 301) Physical Lab I (Chem 391) Instrumental Analysis (Chem 309)	Physical II (Chem 302) Physical Lab II (Chem 392) Introduction to Research (Chem 320)

In the second year, Chemistry 209 and 305 are recommended for students intending a concentration in chemistry. Chemistry 307 and 308 are required for biology concentrators, but they also may be used to satisfy the requirements for a concentration in chemistry in place of 209 and 305, respectively.

The remaining nine semester credits needed to complete the required 38 must be selected from the elective courses Chemistry 401, 402, 403, 404, 406, 411, 412, 414, 415 and 457. Chemistry 101, 149, 191, 291, 409, 410, 495 and 496 may not be included in the minimum 38. No more than six semester credits in Chemistry 409, 495 and 496 may be applied toward a degree. Credits obtained for Chemistry 291 cannot be used towards an ACS certified degree and the 120 hour graduation credit minimum. Students may not obtain credit for both Chemistry 305 and Chemistry 335.

The Concentration Writing Requirement in the Department of Chemistry consists of writing two papers (each at least 2,000 words) with a grade of C or better during the junior and senior years. The first paper is written in Chemistry 320, Introduction to Chemical Research, normally during the junior year; and the second is written as part of a 400-level Chemistry course in which the student is enrolled and normally completed through Chemistry 409 or 496 for seniors enrolled for research credit.

The Concentration Computing Proficiency Requirement is satisfied by successfully completing required word processing, data and graphical analysis, molecular drawing and modeling, and literature database searching assignments made throughout the core curriculum of the Chemistry concentration.

In a typical program, concentrators will have completed Chemistry 103 and the sequence Chemistry 206-209-305 or 206-307-308 plus Mathematics 111, 112 and 212 and Physics 101-102 before enrolling for Chemistry 301 in their junior year. The laboratory courses Chemistry 151, 252, 353, 354 or 356, 391 and 392 are taken concurrently with the appropriate lecture courses. Computer Science 141 and Mathematics 211 are valuable courses in the general education of a chemist, and are strongly recommended.

More information about the Department of Chemistry can be found on our web site at www.chem.wm.edu.

¹ On leave Fall 2002 and Spring 2003

American Chemical Society Certification

The department curriculum is accredited by the American Chemical Society. An ACS certified degree in chemistry from William and Mary is awarded if a student's academic program meets additional course criteria within the minimum 38 credit hours of course work previously described plus a minimum of 3 credits of independent research through CHEM 409 or CHEM 495/496. The department currently offers four tracks leading to ACS certification: chemistry, biochemistry, polymer chemistry, and chemical physics. The specific course requirements for each ACS track are summarized below.

Chemistry: CHEM 402, 414, and one additional 400 level course.

Biochemistry: CHEM 414, 415 and 420; CHEM 305 or 335 or 402. (One additional 400 level course required if CHEM 305 or 335 is used in place of 402).

Chemical Physics: CHEM 401, 414, and one additional 400 level CHEM course; PHYS201 and 208; one additional course selected from MATH 302, 413, or PHYS303, 313, 314, 401, 402, 251-252; (the one additional 400 level CHEM course must be CHEM 402 if CHEM 308 was taken in place of 305 or 335).

Polymer Chemistry: CHEM 411, 412, 414, and 421.

Additional details for the four tracks can be found in the department's Handbook for Chemistry Majors and Guide for a Career in Chemistry.

Research In Chemistry—Summer Fellowship Program

A summer program for chemistry concentrators, usually after their junior year, affords the opportunity to learn research skills and to apply these skills to a current research problem. Each student is designated a Summer Research Fellow and is associated with and guided by a faculty mentor. This program is supplementary to Chemistry 320, Introduction to Chemical Research, and provides valuable preparation for either Chemistry 495-496, Honors in Chemistry or Chemistry 409, Senior Research. Admission to the fellowship program is competitive.

Requirements for Minor

A minor in chemistry requires the following 19 semester credits: Chemistry 103; 151; 206; 252; 209 or 307; one of 305, 335 or 308; 353; 354 or 356; and either 341 or 301. A declaration-of-intent-to-minor form is available in the department office.

In addition to the chemistry minor, there is also a biochemistry minor which is described under the Catalog heading of Biochemistry.

GER Courses and Advanced Placement Options

Chemistry 101 or 103 may be used to fulfill the GER 2A requirement. Chemistry 101 has been designed for non-science concentrators. Chemistry 103 is for students concentrating in a science and for students intending a career in medicine or a related field. Chemistry 149 is the laboratory course associated with Chemistry 101 and Chemistry 151 is the laboratory course associated with Chemistry 103. Either may be used to fulfill the GER 2A laboratory requirement. Chemistry 252 may also be used to fulfill the GER 2A laboratory requirement.

Students entering with AP or IB credit for General Chemistry and planning to major in chemistry are encouraged to take CHEM 335. Students entering with AP or IB credit for only CHEM 103/151 and electing to take CHEM 335 may use this course to satisfy the General Chemistry II requirements (CHEM 305 or 308); however the Chemistry Laboratory IV (CHEM 354) must still be taken. Students in CHEM 335 are also eligible to apply for CHEM 191 (Freshman Honors Research).

Description of Courses

101. Survey of Chemical Principles.

(GER 2A) Fall (3) Kranbuehl. For non-science concentrators. (Science concentrators and pre-medical students should enroll in CHEM103.) Permission of the instructor required if any chemistry lecture courses have been taken.

General chemical principles related to humans and their environment, including the composition of matter, chemical reactions and energy.

103. General Chemistry I.

(GER 2A) Fall (3) Kiefer, Orwoll, Pike. For science concentrators and pre-medical students.

A study of the nature of atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics and equilibrium.

149. Chemical Principles Laboratory.

Fall (1) Knudson. Corequisite: CHEM101.

For non-science concentrators. Science concentrators and pre-medical students should enroll in Chem151. Laboratory techniques in chemistry. Four laboratory hours.

150. Freshman Seminar.

Fall or Spring (3-4, 3-4) Bebout.

A course designed to introduce freshmen to specific topics in the study of and applications of chemistry.

151. Chemistry Laboratory I (General).

(Lab) Fall (1) Knudson. Corequisite: CHEM103 science majors only.

Laboratory techniques in chemistry. Four laboratory hours.

191. Freshman Honors Research.

Fall (1) Staff.

Introduction to chemical research with an assigned faculty mentor. Enrollment is competitive and restricted to freshman students concurrently enrolled in Chemistry 335.

206. Organic Chemistry I.

Spring (3) Abelt. Prerequisite: CHEM103.

A mechanistic approach to the study of the chemistry of carbon compounds. Particular emphasis is placed on the relationship between structure and reactivity in organic reactions.

209. Organic Chemistry II.

Fall (3) Harbron. Prerequisite: CHEM206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Recommended for students expecting to concentrate in chemistry.

252. Chemistry Laboratory II (Organic).

(Lab) Spring (1) Staff. Corequisite: CHEM102 or CHEM206.

Laboratory techniques in organic chemistry. Four laboratory hours.

291. Chemical Research.

(Lab) Fall, Spring (1) Staff. May be taken only with the consent of the department.

Introduction to chemical research with an assigned faculty member. Credit obtained cannot be used towards an ACS certified degree and the 120 hour graduation credit minimum.

301-302. Physical Chemistry.

Fall-Spring (3,3) Bagdassarian, Orwoll. Prerequisites: CHEM305 or CHEM308 or CHEM335, PHYS101, PHYS102. Corequisite: MATH212.

A two-semester sequence in physical chemistry; topics include the states of matter, thermodynamics and its chemical applications, chemical kinetics, quantum mechanics and its application to chemistry, atomic and molecular spectroscopy, and introductory statistical mechanics.

305. Inorganic Chemistry.

Spring (3) Staff. Prerequisite: CHEM103.

A study of chemical principles and inorganic chemistry; including acid/base chemistry, bonding, thermodynamics, electrochemistry, solid state structure and a systematic investigation of the chemical elements. Recommended for chemistry concentrators; also satisfies requirements for premedical students and biology and geology concentrators.

307. Organic Chemistry II.

Fall (3) Smith. Prerequisite: CHEM206.

A continuation of the development of the chemistry of organic functional groups started in Chemistry 206. Particular emphasis is placed on the role of metals in living systems and the biosynthesis of organic molecules. Recommended for students expecting to concentrate in the life sciences.

308. General Chemistry II.

Spring (3) Staff. Prerequisite: CHEM103.

A continuation of the study of the principles of chemistry begun in Chemistry 103. Topics include thermodynamics, nuclear chemistry, chemical kinetics, descriptive inorganic chemistry and acid-base chemistry. Recommended for students expecting to concentrate in the life sciences, geology and physics.

309. Instrumental Analysis.

Fall (4) Poutsma. Prerequisites: CHEM305 or CHEM308, CHEM354 or CHEM356.

Principles and applications of analytical methodology and instrumentation to chemical analysis; topics covered include electrochemistry, spectroscopy, mass spectrometry and chromatography. Three class hours. Four laboratory hours.

320. Introduction to Chemical Research.

Spring (1) Staff.

Individual study on a problem in chemistry under the supervision of a faculty member. This includes instruction in chemical safety, in using the resources of the chemistry library and writing a paper related to the problem under study. Attendance at the departmental seminar is required. Enrollment is restricted to concentrators in chemistry, normally in their junior year.

335. Principles of Inorganic Chemistry.

Fall (3) Rice.

A systematic study of the properties and reactions of chemical elements and their compounds. Enrollment is restricted to freshmen who receive William and Mary credit for Chemistry 103 with a score of 4 or 5 on the Advanced Placement Examination in Chemistry.

341. Principles of Biophysical Chemistry.

Spring (3) Bagdassarian. Prerequisites: CHEM308, MATH112.

Principles in physical chemistry developed for and applied to examples from the biological sciences. Topics include thermodynamics, kinetics and spectroscopy. Course may be used for a chemistry or biochemistry minor but not for a concentration in chemistry.

353. Chemistry Laboratory III (Organic).

Fall (1) Starnes. Prerequisite: CHEM252. Corequisite: CHEM209 or CHEM307.

Laboratory techniques in organic chemistry. Four laboratory hours.

354. Chemistry Laboratory IV (General).

Spring (1) Staff. Prerequisite: CHEM151. Corequisite: CHEM305 or CHEM308.

Laboratory techniques in chemistry. Four laboratory hours.

356. Quantitative and Inorganic Laboratory Methods.

Spring (1) Rice, Pike. Prerequisite: CHEM151

A second semester general laboratory course designed for chemistry majors. Emphasis on quantitative analysis, inorganic synthesis, and graphing and data analysis.

391-392. Physical Chemistry Laboratory.

Fall-Spring (1,1) DeFotis, Orwoll. Corequisites: CHEM301-302.

A series of experiments designed to accompany Chemistry 301-302. Four laboratory hours.

401. Advanced Physical Chemistry.

Fall (3) DeFotis. Prerequisite: CHEM302.

Quantum chemistry and molecular spectroscopy; selected topics in statistical mechanics or chemical kinetics.

402. Advanced Inorganic Chemistry.

Spring (3) Staff. Prerequisite or corequisite: CHEM302.

Principles and applications of symmetry to structural, bonding and spectroscopy; inorganic biochemistry; structure and reactivity of transition metals; and other selected topics.

403. Advanced Organic Chemistry.

Fall (3) Abelt. Prerequisite: CHEM209 or CHEM307.

A structure-reactivity approach to reaction mechanisms and modern synthetic chemistry.

404. Advanced Analytical Chemistry.

Spring (3) Poutsma. Prerequisite: CHEM309.

Advanced topics in chemical equilibria, electroanalytical techniques and separation science.

406. Radiochemistry.

Spring (3) Kiefer. Prerequisite or corequisite: CHEM302 or consent of instructor.

A study of radioactive decay, interaction of radiation with matter, nuclear structure, nuclear reactions, radiochemical techniques.

+409. Senior Research.

Fall and Spring (credits to be arranged) Abelt, Bagdassarian, Bebout, DeFotis, Harbron, Hinkle, Kiefer, Knudson, Kranbuehl, Landino, Orwoll, Pike, Poutsma, Rice, Starnes, Thompson. Prerequisite: CHEM320. May be taken only with the consent of the department.

A course for the advanced student affording an opportunity for individual work on a problem under the supervision of a faculty member. Attendance at the departmental seminar is required.

410. Seminar in Applied Chemistry.

Fall (1) Staff. (Alternate years; Not offered 2002-03)

A series of seminars by scientists primarily from industry and government. The course is open to students who have completed four semesters of chemistry or by permission of the instructor.

411. Polymer Science I.

Fall (3) Starnes. Prerequisites: CHEM209 and CHEM301.

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation and stabilization of polymers. Reaction mechanisms are stressed.

412. Polymer Science II.

Spring (3) Kranbuehl. Prerequisite: CHEM301.

An introduction to the physical aspects of polymer science at the molecular level. Topics include the properties of polymers in bulk and in solution, conformational analysis, viscoelasticity and rubber elasticity.

414. Biochemistry.

Spring (3) Bebout. Prerequisite: CHEM307 or CHEM209; prerequisite or corequisite: CHEM305 or CHEM308.

A study of the molecular basis of living processes; the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms. (Cross listed with BIO 414)

415. Advanced Biochemistry.

Fall (3) Landino. Prerequisite: CHEM414.

A continuation of the study of biological processes on a molecular level begun in Chemistry 414. Biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

420. Biochemistry Laboratory.

Spring (1) Landino. Prerequisites: CHEM309 and CHEM415.

Laboratory techniques of modern biochemistry and molecular biology.

421. Polymer Laboratory.

Spring (1) Kranbuehl. Prerequisite or corequisite: CHEM411 or CHEM412.

A series of experiments in polymer synthesis, solution characterization, and mechanical and thermal properties of polymers.

457. Organic Synthesis.

Spring (3) Hinkle. Prerequisite: CHEM209 or 307. (Not offered Spring 2003)

An advanced treatment of organic synthetic methods which includes examples of natural product synthesis.

†495-496. Honors.

Fall, Spring (3,3) Abelt, Bagdassarian, Bebout, DeFotis, Harbron, Hinkle, Kiefer, Knudson, Kranbuehl, Landino, Orwoll, Pike, Poutsma, Rice, Starnes, Thompson.

Requirements include a program of research with readings from the original literature, presentation of an Honors essay, and the satisfactory completion of a comprehensive oral examination in the subject area of the research. Attendance at the departmental seminar is required; otherwise, hours are to be arranged. For College provisions governing the Admission to Honors, see page 72.

Graduate Program

The department offers the degrees of Master of Arts and Master of Science. For degree requirements and a full description of graduate courses in chemistry, write to the department chair for a graduate catalog.

Classical Studies

PROFESSOR **Oakley** (Chancellor Professor and Forrest D. Murden, Jr. Professor) (Chair). ASSOCIATE PROFESSORS **Baron**, **Reilly** and **Spaeth**. ASSISTANT PROFESSORS **Donahue** (On leave Fall 2002), and **Hutton**.

Program

The principal objectives of the Department of Classical Studies are two:

1. To contribute broadly to the humanistic education of the undergraduate student through courses involving the reading of Greek and Latin literature in the original languages and through courses conducted in English in the area of Classical Civilization;
2. To offer those students who wish it a specialized training in the Greek, Hebrew and Latin languages or in Classical Civilization for vocational or professional purposes.

In recent years, a large number of graduates have become teachers at the secondary level or have continued their study of the Classics in graduate school. Many others have used their undergraduate training as a basic educational background for various business occupations and professions.

The department is affiliated with the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center in Rome; many students take advantage of the benefits of their programs.

Requirements for Concentration

The Department of Classical Studies offers tracks in three fields: Greek, Latin and Classical Civilization. All students concentrating in Greek, Latin or Classical Civilization will be required to satisfactorily complete six core courses which include CIV 207 and 208, and one course from the approved list below in each of the following areas: History, Literature, Archaeology and Art, and Interdisciplinary Studies.

History: CIV 311, 312, 320, 323 and 325

Literature: CIV 318, 401 and 403

Archaeology and Art: CIV 206, 217, 218, 314, 340, 420 and 425

Interdisciplinary Studies: CIV 101, 110, 205, 315, 350 and 351

A track in Greek consists of 24 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Latin and 17 hours of Greek are required.

A track in Latin consists of 24 hours taken in the Department of Classical Studies, exclusive of courses in Classical Civilization. A minimum of six hours of Greek and 17 hours of Latin are required.

A track in Classical Civilization consists of 36 hours divided as follows:

1. 18 hours of core courses as indicated above;
2. 18 hours from courses listed below under the headings Classical Civilization, Greek and Latin, or included in the following list: Anthropology 301, Art History 353, Government 303, History 311 and Philosophy 331.

Minor in Classical Studies

A minor in Classical Studies will consist of 18 credits in the Department, six of which must be Classical Civilization 207 and 208, and six more of which must be courses at the 300 level or above.

The Concentration Writing Requirement will be satisfied in the following way:

1. When prospective concentrators, in consultation with a concentration advisor, fill out the form required for a declaration of concentration, they will specify which course of those numbered 300 or above in the chosen subject field is most appropriate to their area of special interest. This course will be the prospective concentrator's Concentration Writing Requirement Course.
2. At the time of registration for the specified course, the student will consult with the scheduled instructor to make all necessary arrangements for the series of opportunities to practice the writing of clear, effective prose, as the Concentration Writing Requirement requires.
3. When the student has completed the course with a grade of "C-" or higher, the instructor will notify the department chair.

The Concentration Computing Requirement will be fulfilled during the completion of the Concentration Writing Requirement projects.

Description of Courses

GREEK

101-102. Elementary Classical and New Testament Greek.

Fall and Spring (4,4) Reilly.

The elements of the Greek language with translation of stories and poems from selected readers. Parallel study of aspects of Greek civilization and of the legacy left by Greek culture and thought to the modern world.

201. Introduction to Greek Literature: Prose.

Fall (3) Oakley. Prerequisite: GK 102.

A course designed to introduce the student to the basic syntactical and stylistic elements of 5th-4th cent. B.C. Attic prose through an intensive examination of selected works of Plato, Lysias and Thucydides, and other prose writers.

202. The Literature of Greece: Prose and Poetry.

(GER 5) Spring (3) Oakley. Prerequisite: GK 201.

Continued analysis of the style, compositional techniques and content of representative prose writers. In the second half of the semester the student will be introduced to dramatic poetry through the reading of one of the tragedies of Sophocles or Euripides.

321. Philosophy—Plato and Aristotle.

Fall or Spring (3) Hutton.

Previously numbered GK 301 and 304.

322. New Testament.

Fall or Spring (3) Reilly.

Previously numbered GK 302.

323. Greek Epic Poetry – Homer and Other Epic Poets.

Fall or Spring (3) Hutton.

Previously numbered GK 303.

324. Greek Oratory.

Fall or Spring (3) Reilly.

Previously numbered GK 305.

325. Greek Historians – Herodotus, Thucydides and Others.

Fall or Spring (3) Hutton.

Previously numbered GK 402 and 403.

326. Greek Lyric Poetry.

Fall or Spring (3) Hutton.

Previously numbered GK 404.

327. Greek Tragedy—Aeschylus, Sophocles, Euripides.

Fall or Spring (3) Hutton.

Previously numbered GK 405.

328. Greek Comedy—Aristophanes and Menander.

Fall or Spring (3) Hutton.

Previously numbered GK 406.

329. The Greek Novel.

Fall or Spring (3) Hutton, Spaeth.

490. Topics in Greek.

Fall or Spring (1-3) Staff. Course may be repeated if readings differ.

†495-496. Honors.*Fall, Spring (3,3) Staff.*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion, by April 15, of a scholarly essay; and (d) satisfactory completion of an oral examination on the subject and subject field of the essay. For College provisions governing the Admission to Honors, see page 72.

HEBREW**101-102. Elementary Biblical Hebrew.***Fall and Spring (4,4) Zahavi-Ely. (Alternate years. Next offered 2003-2004)*

The elements of the Hebrew language with translation of simple narrative passages from the Hebrew Bible.

201. Reading the Bible in Hebrew I.*Fall (3) Staff. Prerequisite: HBRW102.*

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation. (Cross listed with REL 205)

202. Reading the Bible in Hebrew II.*Spring (3) Staff. Prerequisite: HBRW201 or REL 205.*

Further readings and analyses of selected biblical passages. (Cross listed with REL 206)

LATIN**101-102. Elementary Latin.***Fall and Spring (4,4) Spaeth.*

This course is designed to equip the student with a mastery of the structure of the Latin language and with a knowledge of basic vocabulary. There are translations from appropriate Latin texts and parallel study of pertinent aspects of Roman life and history.

201. Introduction to Latin Prose.*Fall (3) Spaeth. Prerequisite: LAT 102 or placement on the basis of SAT II Test score or departmental placement exam.*

There will be a review of forms and syntax after which some major prose author will be read at length.

202. Introduction to Latin Poetry.*(GER 5) Spring (3) Spaeth. Prerequisite: LAT 201 or placement on the basis of SAT II Test score or departmental placement exam.*

A major poet will be read at length and other selections from Classical Latin poetry will be covered.

321. Latin Lyric and Elegiac Poetry – Horace, Catullus, Propertius and Tibullus.*Fall or Spring (3) Baron.*

Previously numbered LAT 302 and 304

322. Cicero – Letters and Orations.*Fall or Spring (3) Baron.*

Previously numbered LAT 301 and 303

323. Roman Drama: Plautus, Terence and Seneca.*Fall or Spring (3) Baron.*

Previously numbered LAT 305

324. Roman Satire – Horace, Juvenal and Persius.*Fall or Spring (3) Donahue.*

Previously numbered LAT 401 and 406

325. Roman Historians.*Fall or Spring (3) Donahue.*

Previously numbered LAT 402

326. Vergil.*Fall or Spring (3) Baron.*

Previously numbered LAT 404

327. The Roman Novel: Petronius and Apuleius.*Fall or Spring (3) Baron.*

Previously numbered LAT 408

328. Roman Philosophy – Cicero, Lucretius and Seneca.*Fall or Spring (3) Baron.*

Previously numbered LAT 407

329. Medieval Latin—Prose and Poetry.*Fall or Spring (3) Baron.*

Previously numbered LAT 310

421. Writing Latin – Latin Prose Composition.*Fall or Spring (3) Baron.*

Reading of such Latin prose authors as Caesar, Cicero and Nepos followed by the writing of connected Latin passages in imitation of their style. This course can be offered on a tutorial basis whenever it is requested by one or several students. Previously numbered LAT 308.

490. Topics in Latin.*Fall and Spring (1-3) Staff. Course may be repeated if readings differ.***†495-496. Honors.***Fall, Spring (3,3) Staff.*

The Department of Classical Studies offers Honors study in Greek or Latin as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) reading and discussion of selected authors in the language of the student's emphasis, Greek or Latin; (b) supervised reading of a special bibliography in the field of the student's major interest; (c) satisfactory completion by April 15 of a scholarly essay; and (d) satisfactory completion of an oral examination of the subject and subject field of the essay. For College provisions governing the Admission to Honors, see page 72.

CLASSICAL CIVILIZATION**101. Pompeii and Herculaneum.***Fall or Spring (3) Spaeth.*

An introduction to the buried cities of Vesuvius; a vivid recreation of the life of Pompeii, Herculaneum and Stabiae. This course is intended for freshmen.

110. Classical Athens.*Fall or Spring (3) Oakley.*

An introduction to the 5th-century B.C. city of Athens. Different aspects of public and private life and the buildings, monuments and artifacts associated with them will be studied using both primary and secondary sources. This course is intended for freshmen.

150W. Freshman Seminar: Topics In Classical Civilization.*Fall or Spring (4) Hutton.*

An exploration of a specific topic. Writing is emphasized. Normally only available to first-year students.

205. Greek and Roman Mythology.*(GER 5) Fall and Spring (3,3) Baron, Spaeth.*

The origins and development of classical mythology and heroic legend as religious belief, its relation to other mythologies, and its adaptation as literary and artistic symbol from Homer through the 21st century A.D.

206. Classical Myth in Ancient Art.*Fall or Spring (3) Oakley.*

An examination of Greek and Roman myth as preserved in ancient art. Emphasis will be placed on iconographical development; the social, cultural, and political reasons for iconographical change; and myth or versions of myth not preserved in literary sources.

207. Greek Civilization.*(GER 4A,5) Fall (3) Hutton.*

A survey of ancient Greek culture from the Bronze Age to the time of Alexander the Great, examining the evolution of Greek society, art, literature and material culture in the historical context of political and economic developments.

208. Latin Civilization.*(GER 4A,5) Spring (3) Spaeth.*

A survey of Roman culture from the founding of Rome to the early medieval period, examining the evolution of Roman society, art, literature and material culture in the historical context of political and economic developments.

217. Greek Archaeology and Art.*(GER 4A, 5) Fall (3) Reilly.*

An archaeological consideration of the Minoan, Mycenaean, Archaic and Classical periods of Greek civilization. Architecture, sculpture, painting and the minor arts are included.

218. Roman Archaeology and Art.*(GER 4A, 5) Spring (3) Reilly.*

The architecture, painting and sculpture of Hellenistic Greece and of Rome until the 4th century A.D. from the archaeological viewpoint.

311, 312. Ancient History.*(GER 4A) Fall and Spring (3,3) Donahue.*

Ancient Civilization from the beginning of Greek history to the downfall of the Roman Empire. The first semester deals with ancient Greece; the second semester with Rome. (Cross listed with HIST301, 302)

314. The Ancient City in Greece and Italy.*Fall or Spring (3) Reilly.*

The development of urban areas of Greece and Italy between 3000 B.C. and 400 A.D. Readings from ancient observers on the urban scene. Techniques of excavations and types of evidence which give us information about life in ancient cities, towns and villages will also be studied.

315. Women in Antiquity.*(GER 4A) Fall or Spring (3) Spaeth.*

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual and lesbian women. (Cross listed with WMST315)

318. Ancient Laughter: Comedy in Greece and Rome.*Fall or Spring (3) Baron.*

From the uninhibited ribaldry of Aristophanes to the well mannered situation comedies of Menander and Terence, this course will trace the development of comedy in antiquity as a means of examining the role of humor in ancient and modern society.

320. Pagans and Christians in the Roman World.*Fall or Spring (3) Donahue.*

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources. (Cross listed with REL 320)

323. The Late Roman Empire.*Fall or Spring (3) Donahue.*

An examination, through primary and secondary sources, of the Roman Empire in the fourth and fifth centuries, with an emphasis on the social, economic, military, political and religious features of this period.

325. Alexander the Great.*Fall or Spring (3) Donahue.*

This course examines the spectacular life and career of Alexander of Macedon through ancient and modern sources in order to assess his profound influence upon the Hellenistic age and subsequent eras.

331. Greek Philosophy.*(GER 4A) Fall and Spring (3,3) Staff. Prerequisites: Two courses in philosophy or consent of the instructor.*

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle. (Cross listed as PHIL331)

340. Roman Britain.*Fall or Spring (3) Hutton.*

The history and archaeology of Roman Britain. The story of the founding of the Roman province in Britain and its subsequent development. Examination of various aspects of Roman-British culture, including town life, fortifications, religion, art, villas, leisure and amusements.

350. Greek Religion.*Fall or Spring (3) Spaeth..*

This course examines Greek religion utilizing an interdisciplinary approach incorporating archaeological, artistic, literary, and epigraphical evidence. The course covers the prehistory of Greek religion, its major concepts, and important divinities and cults.

351. Roman Religion.*Fall or Spring (3) Spaeth..*

This course examines ancient Roman religion in its social, historical, and political context from the foundation of Rome to the rise of Christianity utilizing archaeological, literary, and epigraphical evidence

410. The Voyage of the Hero in Greek and Roman Literature – The Classic Epic.*Fall or Spring (3) Baron.*

From the rage of Achilles to the cunning of Odysseus to the dutifulness of Aeneas, this course follows the evolution of the paradigm of heroism as reflected in the epic poetry of ancient Greece and Rome. All readings in English. Previously numbered CIV 401.

411. Sacred Violence in Greek and Roman Tragedy.*Fall or Spring (3) Baron.*

Murder, incest, suicide, rape: these were typical plot elements of the most lofty dramatic works of the ancient Greeks and Romans. The role of theatrical violence in society and in the religious context of the earliest tragic performances will be studied. Previously numbered CIV 403 and 404.

420. Greek Vase Painting.*Fall or Spring (3) Oakley.*

A study of the development of Attic red-figure and black-figure pottery. Special emphasis will be placed on the major artists who painted these vases and the iconography of their mythological scenes.

425. Ancient Architecture.*Fall or Spring (3) Reilly.*

This course, taught in seminar format, examines the major developments of ancient Greek and Roman architecture in Europe, Africa, and the Middle East from the Bronze Age to the 4th century A.D.

480. Research in Classical Studies.*Fall or Spring (1-3) Staff.*

Students meet on a weekly basis with a faculty advisor and complete an independent research project connected with the advisor's own research. Open only to concentrators upon the consent of an advisor. This course may be repeated once for credit.

490. Special Topics in Classical Civilization.*Fall or Spring (1-3) Staff.*

A study in depth of some particular aspect of Greco-Roman culture. This course is intended for the student who already has some background in Classical Civilization. The course may be repeated if the topic is basically different.

†495-496. **Honors.**

Fall, Spring (3,3) Staff.

The Department of Classical Studies offers Honors study in Classical Civilization as staff is available. Students admitted to this study will be enrolled in the course during both semesters of their senior year. The course comprises: (a) supervised reading of a special bibliography in the field of the student's major interest; (b) satisfactory completion by April 15 of a scholarly essay; and (c) satisfactory completion of an oral examination of the subject and subject field of the essay. For College provisions governing the Admission to Honors, see page 72.

Computer Science

ASSOCIATE PROFESSOR Prosl (Chair). PROFESSORS Ciardo, R. Noonan, and Zhang. ASSOCIATE PROFESSORS Chrisochoides, Feyock, Kearns, Mao, Smirni, Stathopoulos and Torczon. ASSISTANT PROFESSORS Godfrey and Lowekamp. INSTRUCTOR D. Noonan. PROFESSORS EMERITUS Bynum and Stockmeyer.

Computer science studies the development of algorithms and data structures for representing and processing information using computers. Additionally, computer science examines the logical organization of computers themselves. Questions which arise include the following. Given the enormous difficulty of writing large programs, what kinds of computer languages can be easily specified, easily understood, and yet mechanically translated? What concepts govern information processing? What are the most advantageous ways of distributing computing loads over a collection of distributed processors? How are graphical images best stored and processed? Are some functions inherently harder to compute than others? Do functions exist which can not be computed? How is knowledge best represented in a computer?

The department's programs prepare students for graduate study in computer science and for employment as computer science professionals.

Requirements for Concentration

A concentration in computer science requires 37 credits chosen from computer science courses. (For the purposes of satisfying concentration requirements, Math 413 and 414 may be counted along with computer science courses.) These 37 hours must include:

1. Computer Science 141, 241, 243, 303, 304, 312 and 423.
2. Any 15 credits chosen from 300-400 level computer science courses excluding Computer Science 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of this requirement.

Proficiency in Math 111, 112 and 211 is also required for a concentration in computer science.

The Concentration Writing Requirement can be satisfied by successful completion of Computer Science 423W (in conjunction with Computer Science 423), or by fulfilling the requirements of Computer Science 495-496, Honors Project in Computer Science.

The Concentration Computing Proficiency Requirement can be satisfied by successful completion of Computer Science 141 or Computer Science 241.

Students who intend to concentrate in computer science are encouraged to have completed Computer Science 141, 241, 243 and 303 by the end of their sophomore year. Proficiency in Math 111 and 112 should also be completed by that time.

Requirements for Minor

A minor in computer science requires 19 credits. These 19 credits must include Computer Science 141, 241 and 243, and any nine elective credits chosen from 300-400 level computer science courses excluding Computer Science 430 and 498. Math 413 and 414 may be counted toward partial fulfillment of the requirement for nine elective credits.

Description of Courses

120. Elementary Topics.

Fall or Spring (1, 2 or 3 credits, depending on material) Staff.

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins.

121. Elementary Topics with Laboratory.

Fall or Spring (1, 2 or 3 credits, depending on material) Staff.

A treatment of elementary topics not covered in existing courses. Course material, chosen from various areas of computer science, will be described and prerequisites/corequisites will appear in appropriate registration bulletins. Scheduled weekly two-hour laboratory sessions account for one of the credit hours assigned to this course.

131. Concepts in Computer Science.

Fall and Spring (3,3) D. Noonan, Staff. Corequisite: CSCI131L.

An overview of computer science, presenting an introduction to key issues and concepts: elementary computer organization and arithmetic, algorithms, program translation, operating systems, elementary data

structures, file systems and database structures. Required laboratory sessions introduce students to application software for data management, text processing and network use. Not open to students who have received credit for any 300-400 level computer science course. Two lecture hours, two laboratory hours. Some concentrations require their students to satisfy the Concentration Computing Requirement by taking a computer science course designated for that purpose. CSC1131 is designated for that purpose.

141. Introduction to Computer Science.

Fall and Spring (4,4) D. Noonan, Prosl, Smirni, Stathopoulos. Corequisite: CSC1141L.

Fundamental concepts of computer science, including problem solving, algorithm development, data structures, and characteristics and organization of computers. Programming in a higher level language, debugging and fundamentals of programming style. Three class hours, two laboratory hours.

142. C++ for Pascal Programmers.

Fall and Spring (1,1) Staff. Prerequisite: An introductory course in Pascal.

This course will help Pascal programmers to make the transition from Pascal to C and C++. Students familiar with C or C++, or currently enrolled in CSC1141, may not receive credit for this course.

146. Reasoning Under Uncertainty.

(GER 1) Fall (3) Stockmeyer. Prerequisite: CSC1141.

A computationally-oriented exploration of quantitative reasoning for situations in which complete information is not available. Topics will include an introduction to discrete probability theory, Monte Carlo simulation, sampling theory and elementary game theory.

150W. Freshman Seminar.

Spring (4) Staff.

A course designed to introduce freshmen to the study of issues related to the use of computing technology. Satisfies the lower-level writing requirement.

241. Data Structures.

Fall and Spring (3,3) Prosl, Torczon. Prerequisite: CSC1141 or CSC1142.

Continuation of fundamental concepts of computer science: data abstraction, data structures and their representations. Lists, stacks, queues, trees and applications. The implementation of abstract data structures using C++ classes gives this course a significant programming component.

243. Discrete Structures of Computer Science.

Fall and Spring (3,3) Ciardo, Stockmeyer. Prerequisite: CSC1141 or CSC1142.

Theoretical foundations of computer science, including sets, functions, boolean algebra, first order predicate calculus, trees, graphs and discrete probability.

303. Algorithms.

Fall and Spring (3,3) Mao, Torczon. Prerequisites: CSC1241, CSC1243.

Thorough coverage of advanced data structures including balanced trees, priority queues and hashing. Systematic study of algorithms, their complexity and programming implementation. Survey of methods for achieving high algorithmic efficiency by using good data structures and sophisticated designs.

304. Computer Organization.

Fall and Spring (3,3) Bynum, Zhang. Prerequisites: CSC1241, CSC1243.

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language and microprogramming.

312. Principles of Programming Languages.

Fall and Spring (3,3) Bynum, R. Noonan. Prerequisites: CSC1241, CSC1243.

A study of programming language principles and paradigms. Formal syntax, including grammars, and semantics. Paradigms, including: imperative, object oriented, functional, logic, event-driven, and concurrent. Run-time implementation issues, including: memory management, parameter passing, and event handling.

315. Systems Programming.

Spring (3) Kearns. Prerequisite: CSC1304.

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized.

321. Database Systems.

Fall (3) Feyock. Prerequisites: CSCI303, CSCI304.

Design, organization and implementation of database management systems: file organization and processing, hierarchical, network, and relational models of database structure, data definition and data manipulation languages, security and integrity of databases, and the study of existing database implementations.

420. Special Topics in Computer Science.

Fall or Spring (1, 2 or 3 credits, depending on material) Staff.

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. A complete course description and a list of prerequisites will appear in appropriate registration bulletins.

423. Finite Automata and Theory of Computation.

Fall and Spring (3,3) Ciardo, Stockmeyer. Prerequisites: CSCI303, MATH211.

Theory of sequential machines, finite automata, Turing machines, recursive functions, computability of functions.

424. Computer Architecture.

Spring (3) Zhang. Prerequisite: CSCI304.

An introduction to the principles of computer design. Topics include data representation, including adders, signed integer arithmetic, floating point representation and character representation. A study of microprocessor, minicomputer and mainframe architecture including clocks, memory management, bus communication and input/output.

426. Simulation.

Fall (3) Park. Prerequisites: CSCI303, MATH112.

Introduction to simulation. Discrete and continuous stochastic models, random number generation, elementary statistics, simulation of queueing and inventory systems, discrete event simulation, point and interval parameter estimation.

427. Computer Graphics.

Fall (3) Prosl. Prerequisites: CSCI303, MATH211.

Introduction to computer graphics and its applications. Topics include coordinate systems, the relationship between continuous objects and discrete displays, fill and flood algorithms, two-dimensional geometric transformations, clipping, zooming, panning and windowing. Topics from three-dimensional graphics include representations for objects, geometric and projection transformations, geometric modeling and hidden line/surface removal algorithms.

430. Computer Languages.

Fall and Spring (1, 2 or 3 credits, depending on language; Pass/Fail only) Staff. Prerequisite: CSCI241.

Topics include syntax, semantics and pragmatics of one computer language as well as the influence of the languages intended areas of applications on its design. The language studied will vary and students may repeat the course for different languages. This course does not count toward satisfying the concentration requirements or the concentration g.p.a.

431. Artificial Intelligence.

Fall (3) Feyock. Prerequisites: CSCI303, CSCI312.

Problem solving techniques including state space searching, hill climbing and/or graphs and game playing. Knowledge representation schemes such as frames, rules and predicate calculus. Perception, natural language understanding and learning.

434. Network Systems and Design.

Spring (3) Staff. Prerequisite: CSCI315.

The Internet; principles and design of network applications, including web servers and multimedia; transport, network and data link layers; network security; network performance evaluation and capacity planning

435. Software Engineering.

Spring (3) R. Noonan. Prerequisite: CSCI312.

The software life cycle. Software design methodologies. Testing and maintenance. Programming teams.

442. Compiler Construction.

Spring (3) R. Noonan. Prerequisites: CSCI304, CSCI312, CSCI303.

The emphasis in this course is on the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, program representation and run-time organization.

444. Principles of Operating Systems.

Fall (3) Kearns. Prerequisites: CSCI303, CSCI315.

The conceptual view of an operating system as a collection of concurrent processes; semaphores, monitors and rendezvous. Real and virtual memory organization and management, processor allocation and management, and external device management.

449. Scientific Computation.

Spring (3) Torczon. Prerequisites: CSCI303, MATH211.

Survey of accuracy and performance of numerical calculations for scientific computing. Floating point arithmetic, numerical error, and memory hierarchy and its effect on performance. The effect the choice of programming environment, programming language and numerical technique can have on performance.

†495-496. Honors.

Fall, Spring (3,3) Staff.

Students admitted to Honors study in computer science will be enrolled in this course during both semesters of their senior year. The course comprises: (a) supervised research in the student's area of interest; (b) presentation by April 15 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. For College provisions governing the Admission to Honors, see page 72.

†498. Internship.

Fall and Spring (3,3; Pass/Fail only) Prosl.

Students wishing to receive academic credit for an internship program must request and obtain departmental approval prior to participation in the program. A student may not receive credit for this course more than once.

Graduate Program

The department offers the degrees of Master of Science in Computer Science and Doctor of Philosophy in Computer Science. For degree requirements and a full description of graduate courses in computer science, visit the department's website at <http://www.cs.wm.edu>.

Special Five-Year M.S. Program

The department offers a special program designed to enable particularly well-prepared B.S. or B.A. students to obtain an M.S. in Computer Science 12 or 15 months after receiving their bachelors degrees. Students taking computer science as either their concentration or as a minor in their undergraduate years may be eligible for this program. Upon request, an eligible candidate will receive an advisor in computer science by the end of the junior year. Candidates will register for two graduate-level courses during the senior year and four such courses each semester during the following academic session. Candidates will complete the requirement for an independent research project in either the summer following the senior year or the summer after the course work is completed. Students qualifying for this program may apply to the department for possible financial assistance.

Economics

PROFESSORS Moody (Chair), **Abegaz, Archibald** (Acting Director, Thomas Jefferson Program in Public Policy), **Baker, Campbell** (CSX Professor of Economics and Public Policy), **Feldman, Finifter** (Director, Center for Public Policy Research), **Haulman, Hausman** (Chancellor Professor of Economics), **Jensen and Pereira** (Thomas Arthur Vaughn Professor). **ASSOCIATE PROFESSORS** Anderson, Jaeger, W. Rodgers (Cummings Associate Professor) and Y. Rodgers. **ASSISTANT PROFESSORS** Basu, Branch, Gerlach, Hicks, Mellor and Stafford. **INSTRUCTOR** Davig.

The program in economics is designed to offer a course of study that provides a foundation for graduate work in economics, for enrollment in professional programs such as law, business, urban and regional planning, public policy, and for professional careers after completion of the B.A. degree. For additional information on the program see Economics: A Handbook for Majors, Minors, and Other Interested Students, available in Morton 110.

Requirements for Concentration

Concentration in economics requires a minimum of 30 semester hours of courses in economics beyond the introductory (100) level. At least 9 semester hours must be taken in courses numbered 400 or above. All concentrators are required to take the following courses:

- 303 Intermediate Microeconomic Theory** (3 credits)
- 304 Intermediate Macroeconomic Theory** (3 credits)
- 307 Principles and Methods of Statistics** (3 credits)

The Concentration Writing Requirement may be satisfied by completing one of the following courses: Economics 300, 308, 341, 342, 355, 380, 400, 411, 412, 446, 451, 474, 480, 484, an independent study course with a writing component (490) or departmental honors (495-496).

Concentrators will satisfy the Computing Proficiency Requirement by successfully completing Economics 307.

Requirements for Minor

A minor in economics requires 15 semester hours of courses in economics beyond the introductory (100) level. The 15 semester hours must include at least one Intermediate Economic Theory course (303 or 304) and at least 3 semester hours in courses numbered 400 or above.

Description of Courses

101. Principles of Microeconomics.

(GER 3) Fall and Spring (3,3) Staff.

The study of economic behavior at the level of individual households and firms. Topics include scarcity and choice, supply and demand, production, cost and market organization.

102. Principles of Macroeconomics.

(GER 3) Fall and Spring (3,3) Staff. Prerequisites: ECON101/151.

The study of aggregate economic activity. Topics include national income and output, unemployment, money and inflation, and international trade.

150. Freshman Seminar: Topics in Economics.

Fall or Spring (3 or 4) Staff.

This seminar focuses on specific topics in economics and will vary from semester to semester. This course may not substitute for ECON101 or ECON102. Course requirements vary considerably, but usually include papers and extensive class participation.

151. Freshman Seminar: Microeconomic Topics.

(GER 3) Fall (4) Staff.

Seminars focus on topics in microeconomics and will vary from semester to semester. This course is a substitute for ECON101. Students may not receive credit for ECON101 and ECON151.

152. Freshman Seminar: Macroeconomic Topics.

(GER 3) Spring (4) Staff. Prerequisites: ECON101/151.

Seminars focus on topics in macroeconomics and will vary from semester to semester. This course is a substitute for ECON102. Students may not receive credit for ECON102 and ECON152.

300. Topics in Economics.

Fall or Spring (3) Staff. Prerequisites: ECON101/151, ECON102/152.

Seminar classes, normally 10-15 students, focusing on specific topics in economic theory or policy. The topics differ across sections and from semester to semester.

303. Intermediate Microeconomic Theory.

Fall and Spring (3,3) Campbell, Pereira. Prerequisites: ECON101/151.

The theory of price and resource allocation in a market economy.

304. Intermediate Macroeconomic Theory.

Fall and Spring (3,3) Abegaz, Archibald, Branch. Prerequisites: ECON102/152.

Theories of aggregate economic behavior.

307. Principles and Methods of Statistics.

(GER 1) Fall and Spring (3,3) Archibald, Hausman. Prerequisites: ECON101/151, ECON102/152.

A study of the principles and uses of descriptive statistics, probability distributions, sampling distributions, statistical inference, hypothesis testing and simple regression analysis.

308. Econometrics.

Fall and Spring (3,3) Jaeger, Jensen, Moody, W. Rodgers. Prerequisites: ECON101/151, ECON102/152, ECON307.

A survey of the econometric methods that are commonly used in economic research with emphasis on the application of these techniques rather than their theoretical development. No calculus or linear algebra is required.

310. Game Theory.

Fall (3) Anderson. Prerequisite: ECON101.

An introduction to game theory, with an emphasis on applications from economics, business, public policy and government. (Cross listed with GOVT310)

311. Money and Banking.

Fall or Spring (3) McBeth. Prerequisites: ECON101/151, ECON102/152.

An analysis of the monetary system with emphasis upon financial institutions, determination of the money supply and the relationship between money and economic activity.

320. Economics of Information.

Fall (3) Campbell. Prerequisites: ECON303.

How markets and governments create incentives to elicit private information from individuals and firms, and how individual welfare is affected as a result. Topics include: Strategies to counter terrorism; credit rationing; airwaves auctions; bank failures; internet commerce; education; mandatory retirement; voting and preference revelation.

321. Economics of the Public Sector.

Fall and Spring (3,3) Baker. Prerequisites: ECON101/151, ECON102/152.

Theory and principles of public finance with emphasis on federal expenditures and taxes, intergovernmental relations, voting models, cost-benefit analysis and case studies of selected topics such as education, crime, housing, water resources and health.

322. Environmental and Natural Resource Economics.

Spring (3) Hicks. Prerequisites: ECON101/151, ECON102/152.

The application of efficiency and equity criteria to environmental issues. Topics include policies for environmental protection, renewable resources, exhaustible resources and unique natural environments.

331. Introduction to Mathematical Economics.

Fall (3) Moody. Prerequisites: ECON101/151, ECON102/152.

A survey of mathematical techniques used in economics including topics in linear algebra, calculus and optimization techniques. Emphasis will be on the economic applications of these methods.

341. American Economic History.

(GER 4A) Fall or Spring (3) Hausman. Prerequisites: ECON101/151, ECON102/152.

A study of the major trends and developments in the American economy from colonial times through New Deal.

342. European Economic History.

(GER 4A) Fall or Spring (3) Staff. Prerequisites: ECON101/151, ECON102/152.

A study of the economic development of Europe from Medieval times to the present. Emphasis is on economic organization, structural change, fluctuations and growth.

355. Seminar in Population Economics.

Fall or Spring (3) Jensen. Prerequisites: ECON101/151, ECON102/152.

Economic analysis is used to examine the determinants and consequences of population change. Topics considered include the economics of population growth in developing countries, population aging in developing countries and illegal migration into the United States.

362. Government Regulation of Business.

Fall or Spring (3) Baker. Prerequisites: ECON101/151, ECON102/152.

An analysis of the principles and purposes of government regulation of business. Topics include energy policy, consumer and worker protection, transportation, telecommunications and public utilities.

375. Introduction to International Economics.

Fall and Spring (3,3) Basu. Prerequisites: ECON 101/151, ECON102/152.

An introduction to the special problems of economic interaction among countries. Topics include the gains from trade, the pattern of trade, protectionism, the balance of payments and exchange rate determination. Students who have had ECON475 or ECON476 may not subsequently take this course for credit, nor may students simultaneously enroll in this course and ECON475 or ECON476.

380. Experimental Economics.

Spring (3) Anderson. Prerequisites: ECON101/151.

Experimental economics is a field in which decision making is examined in a controlled laboratory environment. The resulting data are used to evaluate theories and policies that are not easily tested with naturally occurring data. This course surveys experimental research in many fields including decision and game theory, environmental economics, industrial organization, and public economics, and provides a basic framework for designing and conducting experiments.

382. Comparative Economics.

(GER 4C) Fall or Spring (3) Abegaz. Prerequisites: ECON101/151, ECON102/152.

A study of the centrally planned economy as a distinctive system of resource allocation and income distribution. The emphasis is on the economics of transition from classical central planning to a market economy. Case studies of reform include Russia, Hungary, the Czech Republic, Poland and China.

383. Survey of Development Economics.

Fall and Spring (3,3) Abegaz, Feldman, Y. Rodgers. Prerequisites: ECON101/151, ECON102/152.

A survey of theories that seek to explain the process of economic development and the contrasts in economic performance among low-income countries. Emphasis on the link between the economy and institutions, both market and non-market. Topics include sources and sectoral distribution of growth, evolution of markets, trade, finance, income distribution and development policy/strategy.

***398. Internship.**

Fall and Spring (1-4,1-4) Staff. Prerequisites: ECON303 and/or ECON304.

A directed readings/research course in conjunction with an internship experience.

400. Topics in Economics.

Fall or Spring (3) Staff. Prerequisites: ECON303 and/or ECON304.

Seminar classes, normally 10-15 junior or senior economics concentrators, focusing on specific topics in economic theory or policy. Topics vary by section and semester to semester.

403. Advanced Microeconomic Theory: Incentives.

Spring (3) Campbell. Prerequisites: ECON303, MATH111 or ECON331.

An investigation of contracts and other devices that harness self-interest. The aim is to determine the conditions under which the mechanisms generate socially optimal outcomes. Situations in which the pursuit of self-interest is self-defeating, yielding outcomes that are far from socially optimal, are also treated. Calculus is used to identify and evaluate outcomes.

407. Cross Section Econometrics.

Fall (3) Jensen, Rodgers. Prerequisite: ECON308.

Economic data often come as a cross-section of data points, frequently collected as part of a sample survey. The nature of these data calls for the use of a specialized set of tools, which will be developed in the course. Among the models to be examined are discrete, censored and truncated dependent variable, sample selectivity and duration models. Hands-on analysis of data sets will feature prominently.

408. Time-Series Econometrics.

Spring (3) Moody. Prerequisites: ECON308, ECON331 (or MATH 211).

This course is an introduction to the econometric analysis of time series data. Topics include ARIMA models, forecasting, analysis of nonstationary series, unit root tests, co-integration and principles of modeling.

411. Macroeconomic Adjustments: Inflation and Unemployment.

Fall or Spring (3) Staff. Prerequisite: ECON304.

A critical survey of the current state of macroeconomic model building including discussions of neoclassical, Keynesian and disequilibrium models, emphasizing the microeconomic foundations of the macroeconomic phenomena of inflation and unemployment.

412. Stabilization Policy.

Fall or Spring (3) Staff. Prerequisite: ECON304, MATH111 or ECON331.

A theoretical and empirical analysis of current controversies in the field of stabilization policy. Issues typically considered include inflation, the deficit, the conduct of monetary policy and the effectiveness of discretionary policy.

435. Topics in Mathematical Economics.

Spring (3) Moody. Prerequisite: ECON331.

A survey of topics in mathematical economics including growth theory, general equilibrium analysis and duality theory.

446. History of Economic Thought.

Fall or Spring (3) Haulman. Prerequisites: ECON303, ECON304.

The development of economic analysis with emphasis upon classical and neo-classical economics.

451. Labor Market Analysis.

Fall or Spring (3) W. Rodgers. Prerequisite: ECON303.

A theoretical and empirical analysis of labor demand and supply behavior. Topics include labor force participation, labor mobility and wage differentials, the economics of labor unions, and analyses of minimum wage, occupational safety and health, unemployment insurance and unemployment-inflation trade-offs.

452. Income Distribution and Human Resources.

Fall or Spring (3) Staff. Prerequisite: ECON303.

An analysis of the distribution of income and wealth and of poverty. The human capital model is studied with applications to education, training, health and migration investments. Discrimination by race/ethnicity, gender and age is analyzed. Public policy issues are examined, e.g., social security, welfare reform, affirmative action.

456. Economics of Health Care.

Fall or Spring (3) Mellor. Prerequisite: ECON303

This course applies economic analysis to the study of health and health care. Topics include: the determinants of health status, features of the market for medical care, insurance and health care delivery, and the role of government in the health care sector.

460. Economic Analysis of Law.

Fall and Spring (3,3) Ostrom, Stafford. Prerequisite: ECON303.

Economic analysis is employed to explain the existence of prevailing legal rules in standard areas of legal study such as property, contracts, torts, family law, civil procedure and criminal procedure.

461. Industrial Organization: Theory, Evidence and Cases.

Spring (3) Stafford. Prerequisite: ECON303.

An analysis of the key theories of market behavior and performance under varying conditions of competition and monopoly, the empirical studies testing these theories and the application of the Federal antitrust laws to protect market competition.

474. Seminar in International Economic Integration.

Fall or Spring (3) Abegaz, Feldman. Prerequisite: ECON304, and either ECON375 or ECON475.

The theory and practice of preferential trade arrangements and their impact on the multilateral trading system. Topics covered include stages of regional integration (free trade area, customs union, economic and monetary union), regionalism versus multilateralism and the role of domestic interests in the formulation of trade policy. Case studies include NAFTA, the EC/EU and the GATT.

475. International Trade Theory and Policy.

Fall and Spring (3,3) Feldman. Prerequisite: ECON303.

This course examines the gains from trade, trading patterns between countries, the effect of trade on income distribution and the effects of industrial and commercial policies. Other topics include the political economy of trade protection and the development of the world trading system. Students who have had this course may not subsequently take ECON375 for credit, nor may students simultaneously enroll in this course and ECON375.

476. International Finance and Open Economy Macroeconomics.

Spring (3) Basu. Prerequisite: ECON304.

This course is a theoretical examination of international financial markets and national income determination in an open economy. Topics include exchange rate systems, the balance of payments and macroeconomic policymaking among interdependent economies. Students who have had this course may not subsequently take ECON375 for credit, nor may students simultaneously enroll in this course and ECON375.

480. East Asian Economic Development.

Spring (3) Y. Rodgers. Prerequisites: ECON303 or ECON304.

This seminar examines the role of government in the economic growth of the countries of East Asia. The course reviews theoretical and empirical tools necessary to analyze regional economic growth, examines the history and political environments of the individual countries, and discusses the financial crisis that spread across the region in 1997.

484. Topics in the Economics of Development.

Fall or Spring (3) Feldman. Prerequisites: ECON303, ECON304.

Selected microeconomic and macroeconomic issues in economic development. Topics vary by semester and may be explored in the context of a specific region (i.e., E. Asia, Latin America, etc.). Combined lecture/ seminar format with student presentations of research.

485. Seminar on Macroeconomics of Development

Fall or Spring (3) Abegaz. Prerequisites: ECON304 and ECON303 or ECON383.

Focuses on the macroeconomic aspects of development including exchange rate and capital flow regimes, and financial deepening. Open-economy macro theory and episodes of financial crises in emerging economies inform the core principles of policy: stability, credibility, transparency, institutional reform, and coordination.

***490. Independent Study in Economics.**

Fall and Spring (1-4,1-4) Staff. Prerequisites: ECON303 and/or ECON304.

A directed readings/research course conducted on an individual or small group basis on various topics in economics. Normally 3 credits, this class may be taken for 1, 2 or 4 credits with permission of the instructor.

491. Junior Research Seminar.

Spring (1) Staff. Prerequisite: Concentration in economics.

Intended for juniors considering Honors or independent study in their senior year or seniors considering graduate school in economics. Students attend the weekly departmental research seminar and submit a plan for a research project.

†*495-496. **Honors.**

Fall, Spring (3,3) Staff. Prerequisite: Concentration in economics.

Students wishing to pursue Honors in economics should obtain a copy of departmental guidelines from the economics department office. Those admitted to the program will enroll in these courses during their senior year. A student who completes an Honors thesis but does not achieve Honors may receive credit for ECON490. For College provisions governing the Admission to Honors, see page 72.

English Language and Literature

PROFESSOR **MacGowan** (Chair). ASSOCIATE PROFESSOR **Reed** (Associate Chair). PROFESSORS **Braxton** (Cummings Professor), **Conlee**, **Donaldson** (NEH Professor), **Hart** (Hickman Professor), **Maccubbin**, **Meyers**, **A. Potkay**, **Raitt** (Hamilton Professor), **Scholnick**, **Taylor** (Cooley Professor) and **Wiggins**. ASSOCIATE PROFESSORS **Barnes**, **Blank**, **Burns**, **Gray**, **Hagedorn**, **Heacox**, **Joyce**, **Kennedy**, **Knight**, **Lowry**, **Martin** (Boyd Professor), **McLendon**, **Morse**, **Pinson**, **M. Potkay**, **Savage**, **Schoenberger**, **Weiss**, **Wenska** and **Wheatley**. ASSISTANT PROFESSORS **Begley** and **Lopez**. LECTURERS **Ashworth**, **Davis**, **Melfi** and **Zuber**. ADJUNCT ASSISTANT PROFESSORS **Burch**, **Cooper**, **Dawson**, **Pease** and **Putzi**. ADJUNCT INSTRUCTORS **Arruda** and **Modeste**. WRITER-IN-RESIDENCE **Vazirani**.

The Program in English

The Department of English Language and Literature provides distinctive opportunities for the development of writing skills, increased sensitivity to language, awareness of the esthetic and intellectual enjoyments of literature, and an understanding of the cultural values reflected in literature.

The department meets several specific obligations within the liberal arts program of the College. On behalf of the faculty as a whole, it provides formal instruction in English composition. The department offers a minor in linguistics, and it offers courses which provide a broad program of electives for students who are not English concentrators. Requirements for an interdisciplinary concentration in linguistics are listed on page 209.

In its concentration program the department serves students who are seeking to teach in the public schools; students who are preparing for graduate study in English; students who desire a rich intellectual and esthetic experience in advance of professional study in fields such as law, medicine and business; and students who choose English simply because they enjoy the disciplined study of literature and language. In order to satisfy these needs, the department has devised a comprehensive program of concentration that also affords the student unusual freedom in choice of courses; the English concentrator is asked to satisfy a pattern of distribution in the department rather than to take specific courses. During the senior year a student who qualifies may pursue an Honors degree.

The Minor in English (Linguistics)

The department offers a minor in linguistics. A minor in English (linguistics) requires 19 credits in departmental linguistics courses selected from English 220, 303, 304, 307, 400, 404, 405, 406, 409, 415, 418, 464, 474, 481.

Requirements for Concentration

A concentration in English requires a minimum of 36 credits in departmental courses (exclusive of Writing 101) at least 27 of which must be in courses numbered 300 and above, including the following:

- I. One course in the study of a major author, chosen from English 413, 421, 422 or 426.
- II. Three courses surveying periods of literature, including:
 - a. One course in English literature before 1800, chosen from English 312, 323, 324, 331 and 332.
 - b. One course in English literature after 1800, chosen from English 341, 342 and 352.
 - c. One course in American literature, chosen from English 361, 362, 363, 364.
- III. One course in the study of a genre, chosen from English 429, 430, 435, 436, 439, 440, 452, 455, 456, 457, 458, 459.

English concentrators may include Literary and Cultural Studies 201 and 301 in the first 36 credits of their concentration program, but must explicitly alert the Office of Academic Advising that they wish these courses to count toward their English concentration.

Concentration courses are chosen in consultation with a departmental adviser on the basis of the student's preparation, background, vocational expectations and educational interests. A sound concentration program should include, in addition to the requisite courses in English, a coherent pattern of complementary courses in other departments and allied fields chosen in consultation with the adviser. Concentrators are encouraged to begin their concentration programs with English 203 and 204.

A student who satisfies all requirements for concentration in English will also satisfy the Concentration Writing Requirement.

Computing Proficiency Requirement

Students may fulfill the Concentration Computing Proficiency Requirement by taking English 475 or submitting to the department evidence of their having pursued substantive research using computing resources and techniques in another English course. Students who take English 494 will also fulfill the Computing Proficiency Requirement.

Description of Courses

ENGLISH

150W. Freshman Seminar: Special Topics.

Fall and Spring (4,4) Staff.

An exploration of a specific topic in literary or linguistic studies. Writing is emphasized. Normally only available to first year students.

201. The Art of Literature.

(GER 5) Fall and Spring (3,3) Heacox, Meyers, Melfi.

An introductory course in critical reading and writing designed to increase the student's understanding and appreciation of the art of literature. The course focuses on the genres of poetry, fiction and drama.

202. Critical Approaches to Literature.

(GER 5) Fall and Spring (3,3) Wenska.

An introduction to important critical approaches to literature such as traditional (historical/biographical, moral/philosophical), formalist, psychological, archetypal and feminist. (Appropriate for students intending to concentrate in English or having AP credit for English 201.)

203. Major English Writers, Medieval and Renaissance.

(GER 4A, 5) Fall and Spring (3,3) Conlee, Hagedorn, Lopez, McLendon, A. Potkay, M. Potkay, Savage.

Study of the most important works and authors in English literature before 1700, including Chaucer, Shakespeare and Milton, viewed in relation to the background of their time.

204. Major English Writers, Eighteenth and Nineteenth Centuries.

(GER 4A, 5) Fall and Spring (3,3) Maccubbin, Melfi, Meyers, Morse, A. Potkay, Raitt, Wheatley.

Study of several major writers of English literature since 1700, chosen from such writers as Pope, Swift, Fielding, Wollstonecraft and Blake in the 18th century; Mary Shelley, Wordsworth, Coleridge and Keats in the Romantic Period; Emily Bronte, Dickens, Browning and Hardy in the Victorian Era.

205. An Introduction to Shakespeare.

(GER 5) Fall and Spring (3,3) Blank.

A general introduction to Shakespeare's major poetry and plays. Students will read eight to ten plays, chosen to reflect the major periods in Shakespeare's dramatic development, and some poetry, especially the sonnets. (It is suggested that students have previously taken English 201, 203 or another 200-level course, or have AP credit for 201.)

206. Introduction to Creative Writing.

(GER 6) Fall and Spring (2,2) Ashworth, Burch, Pease, Schoenberger.

Workshop format emphasizes the basics of writing fiction and poetry. Class meets for one two-hour session per week. No previous writing experience is required.

207. Major American Writers.

(GER 4A, 5) Fall and Spring (3,3) Barnes, Dawson, Knight, Modeste, Pinson, Putzi, Scholnick, Wiggins, Zuber.

Study of five or six American authors, emphasizing the writers' conceptions of their roles in American society. One or more continuing themes may also be emphasized.

208. An Introduction to Contemporary Literature.

(GER 5) Fall and Spring (3,3) Begley, Burns, Gray, Schoenberger.

Study of selected works of English, American and European literature written from the 1950's to the present, with emphasis on important themes and the developing genres of fiction, drama and poetry.

220. Study of Language.

(GER 3) Fall and Spring (4,4) Arruda, Cooper, Martin, Reed, Taylor.

An introduction to linguistics, the scientific study of human language. Considers languages as structured systems of form and meaning, with attention also to the biological, psychological, cultural and social aspects of language and language use. (Cross listed with ANTH220)

301. Advanced Writing.

Fall and Spring (3,3) Melfi, Schoenberger, Wiggins, Zuber.

Practice in writing papers of various types under supervision, emphasizing style and expository techniques. Sections limited to 15 students each.

303. History of the English Language.

Fall (3) Arruda, Taylor.

A study of the history of the English language from Anglo-Saxon to the present. Some attention is given to contemporary developments in "World English."

304. Generative Syntax.

(GER 3) Fall (3) Reed. Prerequisite: ENG 220/ANTH 220.

This introduction to generative syntax investigates the structures and operations underlying sentences currently used by speakers of English. The course focuses on one linguistic model, with attention given to linguistic theory, alternative models and issues in syntax and semantics.

***305. Creative Writing: Poetry.**

(GER 6) Fall and Spring (3,3) Hart, Pinson.

***306. Creative Writing: Fiction.**

(GER 6) Fall and Spring (3,3) Pease, Schoenberger.

An opportunity for students to develop their abilities in imaginative writing of poetry or fiction under supervision. Sections limited to 15 students each.

307. Phonetics and Phonology.

(GER 3) Spring (3) Cooper. Prerequisite: ENG 220/ANTH 220.

A study of sound patterns and word-formation rules in English and other languages. Focus on analysis with some attention to theoretical issues.

310. Literature and the Bible.

Fall (3) A. Potkay, M. Potkay.

This course introduces students to the principal biblical narratives, their historical contexts and the ways they have been interpreted by Western authors. Readings from the King James version of the Bible will include the major books of the Old and New Testaments. Lectures will examine the literary qualities of the biblical texts and the artistic traditions associated with them.

312. Medieval Literature.

Fall and Spring (3,3) Conlee, Hagedorn.

A survey of selected major works and other representative examples of Old and Middle English literature, exclusive of Chaucer. The course explores the development of typical medieval attitudes and themes in a variety of literary forms and genres.

323. The English Renaissance.

Fall (3) Blank, Wiggins.

A survey of the poetry, prose and drama of Tudor England, including selected works of More, Sidney, Spenser, Marlowe and Shakespeare.

324. The Early Seventeenth Century.

Spring (3) Wiggins.

A survey of poetry, prose and dramatic forms from John Donne and Ben Jonson to 1660, including early poems of Milton and Marvell.

331. English Literature, 1660-1744.

Fall (3) Maccubbin, A. Potkay.

A survey including poetry, fiction and drama. Some attention to arts related to literature. Emphasis on comedy and satire. Major figures studied will include the Earl of Rochester, Dryden, Swift, Pope, Gay and Fielding.

332. English Literature, 1744-1798.

Spring (3) Maccubbin.

A survey of the poetry and prose of the period, with special attention to the intellectual/historical contexts. Major figures studied include Johnson, Gray, Hume, Gibbon, Smart and Blake.

341. The English Romantic Period.

Fall (3) A. Potkay, Wheatley.

A survey of poetry, prose and fiction of the period between 1798 and 1832, with special attention to the works of the major Romantic poets.

342. The Victorian Age.*Spring (3) Joyce, Meyers.*

A survey of the major writers during the reign of Victoria. Emphasis is on the social and intellectual issues as expressed primarily by leading poets and essayists from Carlyle to Hardy.

352. Modern British Literature.*Fall and Spring (3,3) Burns, Heacox, Melfi, Meyers.*

A survey from the end of the Victorian era through at least the post-World War II period. Selected works by such writers as Conrad, Yeats, Joyce, Lawrence, Woolf and Thomas are emphasized.

361. American Literature to 1836.*Fall (3) Wenska.*

A survey from Columbus to Poe, emphasizing the Puritan/Enlightenment backgrounds of such writers as Bradford, Bradstreet, Taylor, Edwards, Franklin, Brown and Freneau.

362. The American Renaissance.*Fall and Spring (3,3) Barnes, Scholnick.*

A survey of the mid-19th century, emphasizing the writers of the Concord Group, Emerson, Hawthorne, Melville, Whitman and Dickinson.

363. American Literature, 1865-1920.*Fall and Spring (3,3) Donaldson, Lowry, MacGowan, Putzi.*

A survey from the Gilded Age to the end of the First World War, emphasizing such writers as Mark Twain, Howells, James, Stephen Crane, Norris, Dreiser and the Regionalists.

364. American Literature, 1912-1960's.*Fall and Spring (3,3) Dawson, Donaldson, MacGowan, Pinson, Wenska.*

A survey from the rise of the modernist poets and the Lost Generation to the 1960's, emphasizing such writers as Pound, Eliot, W. C. Williams, Hemingway, Fitzgerald, Faulkner, O'Connor, Lowell and Plath.

365. Early Black American Literature.*Fall (3) Braxton, McLendon, Pinson.*

Survey of Black American literature and thought from the colonial period through the era of Booker T. Washington, focusing on the ways in which developing African American literature met the challenges posed successively by slavery, abolition, and emancipation. (Formerly ENG 460)

366. Modern Black American Literature.*Spring (3) Braxton, McLendon, Pinson.*

Survey of African American literature from the 1920s through the contemporary period. Issues addressed include the problem of patronage, the 'black aesthetic,' and the rise of black literary theory and 'womanist' criticism. (Formerly ENG 461)

370. Contemporary Literature.*Fall and Spring (3) Burns, Gray, Kennedy, Schoenberger.*

A survey of contemporary literature, including such movements as confessional and beat poetry, theater of the absurd, postmodernism and magic realism.

400. Meaning and Understanding in Western Cultural Thought.*(GER 4A) Fall (3) Taylor.*

A critical approach to the history of Western thinking about meaning, understanding, language and mind: tracing the integration of these topics into Western cultural and intellectual traditions, from Classical Greece and Rome up to modern developments in 20th-century European and American thought. No prerequisites.

401. Seminar in Creative Writing.Fall (3) Burch, Hart, Schoenberger.*

A workshop in writing narrative fiction, with emphasis on short fiction, the novella or the screenplay.

402. Seminar in Creative Writing.Spring (3) Staff.*

A workshop in writing narrative fiction, with emphasis on short fiction, the novella or the screenplay.

404. Historical Linguistics.

(GER 3) Fall (3) Martin. Prerequisite: ENG 220/ANTH 220. (Not offered 2002-2003)

A study of the kinds of change which languages may undergo. Covers the nature and motivation of linguistic evolution, and the methods by which unattested early stages of known languages may be reconstructed. (Cross listed with ANTH411)

405. Descriptive Linguistics.

(GER 3) Spring (4) Reed. Prerequisite: ENG 304 or ENG 307 or consent of instructor.

A study of contemporary methods of linguistic analysis, with emphasis on data drawn from a wide variety of languages; in-depth analysis of a single language. Language universals, language types and field methods are discussed. (Cross listed with ANTH412)

406. Language and Society.

(GER 3) Spring (3) Taylor. Prerequisites: ENG 220/ANTH 220 and one from ENG 303, ENG 307 or ENG/ANTH 415, or consent of instructor.

A study of the place of language in society and of how our understanding of social structure, conflict and change affect our understanding of the nature of language. (Cross listed with ANTH413)

***407. Seminar in Non-Fiction Writing.**

Spring (3) Staff.

A seminar in writing the kinds of non-fiction that appear regularly in magazines and newspapers, with reading for emulation in Didion, McPhee and others. Designed for students interested in writing careers.

408. Theory of Literature.

Fall (3) Heacox.

A study of the major attempts to identify and define the nature of literature, our responses to it and its relation to life and to the other arts. The emphasis will be on modern and contemporary literary theory, but with some concern for the historical tradition.

409. Old English.

Fall (3) M. Potkay. (Not offered 2002-2003)

An introduction to Old English, including elementary grammar and phonology and the reading of prose and short poems; collateral readings in the history and culture of the period.

410. Beowulf.

Spring (3) M. Potkay. Prerequisite: ENG 409. (Not offered 2002-2003)

An intensive study of the text in Old English, with the aim of understanding Beowulf as a great work of literature. Emphasis is placed on the structure and the themes of the poem. Collateral readings in recent criticism.

413. Chaucer.

Fall (3) Conlee, Hagedorn.

A study of The Canterbury Tales and Troilus and Criseyde as expressions of Chaucer's art. Emphasis is placed on the narrative and dramatic features of the poetry as vehicles for the presentation of medieval attitudes and themes.

415. Linguistic Anthropology.

(GER 3) Spring (3) Bragdon. Prerequisite: ENG 220/ANTH 220.

This course will introduce students to the history and theories of linguistic anthropology with emphasis on North American languages. Students will approach these subjects through readings, class discussions and problem sets. (Cross listed with ANTH415)

418. Language Patterns: Types and Universals.

Fall (3) Martin. Prerequisite: ENG 220.

A survey of common patterns and constructions in language ranging from word order to case, agreement, voice, aspect, relative clauses, interrogation and negation. Major themes include the unity and diversity of language and the techniques used to measure it. (Cross listed with ANTH418)

421. Shakespeare.

Fall and Spring (3,3) Blank, Lopez, Savage, Wiggins.

A study of the major history plays, including consideration of Renaissance political theory, and of the forms and conventions of Shakespearean comedy.

422. Shakespeare.

Fall and Spring (3,3) Blank, Lopez, Wiggins.

A study of approximately 12 tragedies, with emphasis on Shakespeare's development as a verse dramatist. Special attention is given to the nature of tragedy.

426. Milton.

Spring (3) Savage.

A study of the major poetry and prose, with emphasis on *Paradise Lost* and the theological and literary traditions behind the poem.

429. English Renaissance Drama.

Fall (3) Savage.

A study of the dramatic literature written by Shakespeare's contemporaries, including Dekker, Kyd, Marlowe, Jonson, Tourneur and Webster.

430. Restoration and Eighteenth-Century Drama.

Spring (3) Maccubbin.

Drama by such authors as Dryden, Wycherly, Congreve, Gay and Sheridan will be studied in its cultural context. Various genres, but focus on comedy. Attention will be paid to theatre design, acting styles and production methods.

434. Arthurian Literature.

Spring (3) Conlee.

A study of selected works from the Arthurian literary tradition. Major emphasis is upon works from the Medieval period (e.g., Geoffrey of Monmouth, Chretien de Troyes and Malory), but some attention is also given to Arthurian literature in the 19th and 20th centuries.

435. Epic and Romance.

Fall (3) Hagedorn, Wiggins.

A study of the development of these major genres, with illustrative works drawn from ancient, Medieval and Renaissance, as well as English and Continental authors.

436. The World Novel.

Spring (3) Staff.

A study of selected novels written mostly by authors who are not Anglo-American. Focus of readings will vary from year to year (e.g., history of the genre; 19th-century Europe; postcolonialism).

437. Literature of the Americas.

Fall (3) Staff.

A study of works that extend the definition of "American" literature beyond the national boundaries of the United States. Focus of readings will vary from year to year (e.g., Caribbean literature, U.S./Latin American literary relations, multiculturalism).

439. English Novel to 1832.

Fall (3) Maccubbin, A. Polkay.

British fiction from its beginnings through Austen, with attention to its cultural context. Focus on such writers as Defoe, Richardson, Fielding, Smollett, Sterne, Scott and Austen.

440. English Novel, 1832-1900.

Spring (3) Morse, Raitt.

Novels by Charlotte and Emily Bronte, Dickens, Trollope, Gaskell, Eliot and Hardy are studied as primary examples of the nature and development of the English novel during the Victorian period.

445. Literature and the Formation of Sexual Identity.

Spring (3) Heacox.

A study of the homosexual tradition and the formation of sexual identity in 19-20th-century British and American literature. Authors read include: Oscar Wilde, E. M. Forster, Willa Cather, Thomas Mann, Christopher Isherwood, Sigmund Freud and Michael Foucault.

452. Modern Fiction.*Fall and Spring (3,3) Kennedy, Melfi.*

Reading, analysis and discussion of the principal American and British fiction writers from 1890 to the present, chosen to illustrate contemporary tendencies in matter and technique.

455. Topics in Major Genres.*Fall and Spring (3,3) Staff.*

Focus on a major literary genre.

456. Modern Poetry to 1930.*Fall (3) MacGowan.*

Development of modern British and American poetry from transitional poets Hopkins, Housman and Hardy through the first generation modernist poets. Reading, interpretation and discussion, with emphasis on Yeats, Pound, Eliot, Lawrence, Williams and Stevens.

457. Modern Poetry since 1930.*Spring (3) Hart.*

Development of modern British and American poetry from second generation modernist poets through confessional and contemporary poets. Reading, interpretation and discussion, with emphasis on Auden, Thomas, Roethke, Lowell, Plath and Berryman.

458. Modern Drama to 1940.*Fall (3) Begley.*

Survey of modern drama which traces the historical development of character against the theories of Darwin, Marx, Nietzsche and Freud. Students will read plays by Ibsen, Strindberg, Hauptmann, Chekhov, Rostand, Shaw, Pirandello, O'Neill and Brecht, in conjunction with acting treatises.

459. Modern Drama since 1940.*Spring (3) Begley.*

Survey of modern and contemporary drama which examines textual and performative representations of Being. Students will read plays by Sartre, Genet, Ionesco, Beckett, Weiss, Baraka, Soyinka, Shange, Churchill and Kushner, in conjunction with critical readings on artistic and philosophical movements.

462. Harlem in Vogue.*Fall (3) McLendon, Braxton, Pinson, Weiss.*

Exploration of the 1920s movement known as the Harlem Renaissance, focusing on the ways race, gender/sexuality, and class informed the artists' construction of identity. Writings by Hughes, Hurston, Larsen, Toomer, among others; some attention to visual art and music.

463. Major African American Women Writers.*Spring (3) McLendon, Braxton, Pinson.*

This course studies the fiction and non-fiction of major African American women writers such as Toni Morrison, Alice Walker, and Gloria Naylor. Some attention to black feminist/womanist and vernacular theoretical issues through selected critical readings.

464. Topics in Linguistics.*Fall and Spring (1-3, 1-3) Staff. Prerequisite: ENG 220/ANTH 220 or consent of instructor.*

Investigation of a major sub-field of linguistics. This course may be repeated for credit.

465. Special Topics in English.*Fall and Spring (1-3, 1-3) Staff.*

Exploration of a topic in literature or in the relations between literature and other disciplines. This course may be repeated for credit.

469. Advanced Creative Writing.Fall (3) Schoenberger, Vazirani.*

An advanced course in creative writing for students of demonstrated promise and achievement.

470. Advanced Creative Writing.Spring (3) Schoenberger, Vazirani.*

An advanced course in creative writing for students of demonstrated promise and achievement.

474. Research Seminar in Linguistics.

Spring (4) Cooper, Martin, Reed, Taylor. Prerequisites: ENG 220/ANTH 220 and permission of the instructor.

Study in depth and independent research/writing about a topic in linguistics. Students who are not linguistics concentrators may enroll with instructor's permission. May be repeated for credit with different topic.

475. Concentration Seminar.

Fall and Spring (4,4) Staff.

Study in depth of a specialized literary topic. Students write and present research papers for a critical discussion. Non-concentrators may enroll upon consent of the department chair. Strongly recommended for students who plan further formal literary study. This course may be repeated for credit.

***480. Independent Study in English.**

Fall and Spring (1-3,1-3) Staff.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee. Open only to concentrators who have completed at least half of the concentration requirements. Normally may be taken only once.

***481. Independent Study in Linguistics.**

Fall and Spring (1-3,1-3) Staff.

A tutorial course on a topic agreed upon by the student and instructor and approved in advance by the departmental Undergraduate Program Committee.

***494. Junior Honors Seminar.**

Spring (4) Raitt.

Study in depth of a specialized literary topic, emphasizing student discussion and the preparation of critical papers. This course is restricted to concentrators planning to enroll in senior Honors. Students are admitted by the departmental committee on Honors.

†495-496. Honors.

Fall, Spring (3,3) Staff.

Honors study comprises (a) supervised reading in the field of the student's major interest; (b) presentation two weeks before the last day of classes of the student's graduating semester of an Honors essay upon a topic approved by the departmental Honors committee; and (c) oral examination in the field of the student's major interest. Students who have not completed ENG 494 may be admitted only under exceptional circumstances. For College provisions governing the Admission to Honors, see page 72.

WRITING**101. Writing 101.**

Fall and Spring (3,3) Ashworth, M. Davis, Zuber, Staff.

Practice in writing under supervision, with frequent conferences. May be used to satisfy the lower-division writing requirement by students who are not exempted by test scores. Each section is limited to 16 students. NOTE: Writing 101 is graded A, A-, B+, B, B-, C+, C, C-, R, I or F. (R—i.e., Repeat—will not appear on the student's permanent record.) The grade of F may be awarded only to those students who do not complete their course work. To receive credit, students must receive a grade of C- or better. The course will appear on the student's permanent record when a grade other than R is received.

***300. Contemporary Theory and College Writing.**

Spring (1) Zuber.

Environmental Science/Studies

Professor **Roberts**, Director

The environmental problems that threaten the planet on which our society depends are complex, requiring us to integrate insights across the disciplines. Because of the interdisciplinary nature of these problems, students pursuing careers in the environment need significant breadth of training in natural and social sciences and the humanities. At the same time, students need to have an area of expertise, and so should develop effective skills based on depth of training in a specific area. In light of the need for an appropriate balance between breadth and depth of training, the Environmental Science/Studies program has been designed as a secondary concentration and a minor, each to be pursued in conjunction with a primary concentration in another subject field.

The ES/S concentration provides breadth in basic course work as well as familiarization with the specific scientific and social considerations related to a wide range of environmental issues. Participation in the program requires an initial consultation with the director, and a formal declaration of concentration no later than the second semester of the junior year.

A new minor in Environmental Science and Policy has been developed in 2002 with support from the Mellon Foundation. The program is expected to receive final approval in the Fall of 2002; please visit the department office and/or webpage for current information about the availability of this minor and its requirements. Students considering the concentration should also check with us: it is also undergoing clarification and expansion in Fall, 2002.

A new set of core courses, ENST 101-102 Environmental Science and Policy I and II, have been approved and will be offered for the first time in Fall, 2002 and Spring, 2003, respectively. The new minor and revised concentration will soon both require this team-taught, interdisciplinary course.

There are no restrictions on the primary concentration pursued in conjunction with the ES/S concentration. However, the primary concentration is expected to both supplement and complement the student's environmental training, while providing the necessary additional depth. Therefore students are expected to develop an overall program with an appropriate rationale based on interconnections among subjects as well as the student's long-term career interests. Two courses may be counted toward both concentrations; therefore, depending on the primary concentration, the number of additional courses required to complete the ES/S concentration may be less than 35. Students pursuing a primary concentration in Biology, Chemistry, Geology or Physics will have their secondary concentration designated as Environmental Science and they will receive the Bachelor of Science (B.S.) degree; others will receive a Bachelor of Arts (B.A.) with an Environmental Studies designation.

Requirements for Concentration [Check with the Environmental Science/Studies program office for updates]

A concentration in Environmental Science/Studies requires the successful completion of at least 35 credit hours, as follows:

Required Courses

2. Eight required courses, totaling 25 credits:
 - b. BIO 100 General Biology or 204 Principles of Biology: Organisms, Ecology and Evolution
 - c. BIO 108 Introduction to Ecology and Environmental Science [or ENST 101-102 Environmental Science and Policy I and II]
 - d. BIO 426 Aquatic Ecology
 - e. GEO 101 The Dynamic Earth: Physical Geology or 110 Earth's Environmental Systems: Physical Geography
 - f. GEO 305 Environmental Geology
 - g. CHEM 103 General Chemistry I and 151 General Chemistry I Lab
 - h. CHEM 206 Organic Chemistry I or CHEM 308 General Chemistry II
3. An additional two courses involving social, ethical or related considerations, to be selected from a list of options in consultation with the director.
4. A course in statistics (available through several departments);
5. INTR 460 Seminar in Environmental Issues

Limited substitution of other courses for some of these requirements may be possible with the approval of the director. INTR 460 satisfies the Concentration Writing and Computer Proficiency Requirements by achieving a grade of at least C-. In addition to the required work, various other courses as well as non-classroom training (such as internships or research projects) are strongly recommended.

For advice, further information and additional descriptive material, contact the Director (Sociology Dept.).

Description of Core Courses

ENST 101: Environmental Science and Policy I: Watersheds, Ecosystems, and Climate

Fall (4) Fowler, Taylor, Hicks.

This team-taught course brings together perspectives and approaches to environmental problems from natural sciences, social sciences, and humanities. Students and faculty take an integrated approach to the issues, through general lectures, discussion groups, field, laboratory and computer experiences. The first semester focuses on the Chesapeake Bay as a case study of ecosystem management, Lake Matoaka and Powhatan Creek as case studies for Watershed problems and approaches, and global warming as a case study of climate change.

ENST 102: Environmental Science and Policy II: Population, Biodiversity, and Pollution

Spring (4) Chambers, Hicks, Roberts. Prerequisite: ENST 101.

This team-taught course brings together perspectives and approaches to environmental problems from natural sciences, social sciences, and humanities. Students and faculty take an integrated approach to the issues, through general lectures, discussion groups, field, laboratory and computer experiences. The second semester focuses on the issues of human population, tropical ecosystems and biodiversity, and toxic contamination, pollution, and environmental justice.

INTR 460: Seminar in Environmental Issues.

Spring (3) Capelli, Staff.

A topics course for seniors based on an extended review of an environmental issue by each student. In consultation with the professor, students will select a topic in advance of registration for the course, and will research the topic through all appropriate sources (literature, Internet, individuals, etc). An oral presentation and a paper are required during the course.

Additional Courses Eligible for Concentration or Minor

Following is a sample listing of courses that may be credited toward the concentration or minor. Nor all of these courses are offered every semester, and additional courses may qualify for Environmental Science/Studies credit. Check the online bulletin of courses each semester, the ES/S webpage and flyer, or consult the program advisor for a list of each semester's approved courses. Courses in which topics vary should be selected according to the environmental content of the topics offered that semester; sample titles are given. Students may request permission from Environmental Studies to count a particular course not listed in the flyer if the course's relevance to the student's program of study can be demonstrated.

Freshman Seminars in topics related to Environmental Studies
 Anthropology 315 Environmental Archaeology
 Anthropology 420 Tropical Ecology
 Economics 322 Environmental and Natural Resource Economics
 Government 381 Human Geography
 Government 384 The Geography of Latin America and the Caribbean
 History 211 Early American Environmental History
 Law 424 Environmental Law
 Law 425 Land Use Control
 Philosophy 225 The Philosophic History of American Environmentalism
 Religion 321 Ecology and Ethics
 Sociology 348 Environmental Sociology
 Sociology 403 Global Environmental Issues

Other Courses of Interest to Environmental Studies Concentrators

Applied Sciences 492 Global Changes
 Applied Sciences 494 Climate: Science and Policy
 Biology 427 Wetland Ecosystems
 Geology 306 Marine Geology
 Geology 330 Introduction to Oceanography
 Geology 408 Hydrology
 Check current listings

Film Studies

Advisory Committee: **Kennedy** (Director, English), **Anemone** (Modern Languages), **Begley** (English), **Burns** (English), **Knigh**t (English/American studies, on leave 2002-03), **MacGowan** (English), **Preston** (Music), **Stock** (Modern Languages), **Taylor** (Modern Languages), **Zuber** (English).

The minor in Film Studies, administered through the Charles Center for Honors and Interdisciplinary Studies, provides interested students a coherent education in this major art form, one that-along with television-is perhaps the predominant way that Western culture represents itself. Film has become an increasingly significant and popular part of the humanities curriculum at the College; a number of disciplines-Modern Languages and Literatures, American Studies, English, and Literary and Cultural Studies-regularly offer courses about film or use films to increase understanding of other art forms. The Film Studies minor provides students the opportunity to organize these disciplinary and interdisciplinary courses into a meaningful curriculum. Students may also use the minor as a basis for a concentration in Literary and Cultural Studies focusing on film (see page 210).

Students wishing to pursue a minor in Film Studies should meet with a member of the Advisory Committee as early as is possible, normally during their sophomore year.

Requirements

The minor requires a minimum of 18 credit hours, distributed as follows:

- I. Nine credit hours in required courses:
 - A. FILM 150W or 250 (4 credits). "Introduction to Film Studies."
 - B. FILM 251 (3 credits). "World Cinema Before TV (1895-1955)."
 - C. FILM 306 (2 credits). "Motion Picture Production Workshop" OR one course chosen from the following: ART 211 or 212; ENG 206 or 306; MUS 201 or 320; THEA 151/151W, 206, 301, 303, 317, 318.

- II. Nine credit hours in elective courses, taken after consultation with a member of the Advisory Committee. Courses might include the following:
 - ANTH 348: Japanese Values Through Literature and Film
 - FILM 350: Documentary
 - FREN 310: French Cinema (taught in French)
 - ITAL 310: Italian Cinema and Post-War Culture
 - RUS 309: Russian Cinema (in English Translation)
 - SPAN 417: Hispanic Cinema (taught in Spanish)
 - Film 480: Independent Study
 - Film 498: Internship
 - And special topics courses as appropriate.

Note: No more than two courses from the department or program in which the student concentrates may be counted toward the Film Studies minor; in the case of students concentrating in interdisciplinary programs, no more than two courses being counted toward the concentration may be counted toward the Film minor as well.

Description of Courses

150W. Introduction to Film Studies.

(GER 5) Fall (4) Burns, Joyce, Kennedy, Zuber.

A freshman seminar in film as an independent aesthetic form, treating the formal and narrative components of film and briefly introducing students to the history of film and the comparison of films made in the United States with those made in other countries. This course satisfies the freshman writing requirement.

250. Introduction to Film Studies.

(GER 5) Fall (4) Howard.

An introduction to film as an independent aesthetic form, treating the formal and narrative components of film and briefly introducing students to the history of film and the comparison of films made in the United States with those made in other countries. Shares the same course content as FILM 150W, but designed for students who have already completed their freshman seminar/writing proficiency requirement. Students must take either 150W or 250 for the Film Studies minor, and they may not take both courses for credit.

251. World Cinema Before TV (1895-1955).

(GER 5) Spring (3) Begley.

An overview of the history of world cinema(s), focusing on the technological development of filmmaking; popular and narrative film forms; the social, cultural, and political frameworks of various cinemas; and non-dominant cinema. Students are strongly encouraged to take Film 150W/250 before taking Film 251.

306. Video Production.

(GER 6) Fall (2) Zuber. Prerequisites: FILM150W/250, 251.

Students in this workshop-style course will produce short videos, from the idea stage through editing, while experiencing the collaborative nature of production.

350. Documentary.

Spring (3) Zuber.

A historical survey of documentary film. This course explores the wide range of documentary impulses, from ethnographic films like *Nanook of the North* to Nazi propaganda like *Triumph of the Will* to "reality" productions like MTV's *Real World*.

480. Independent Study

Fall and Spring (1-3, 1-3) Kennedy.

A program combining (as appropriate to the topic) extensive viewing, production, writing, reading and/or discussion in a specific area of Film Studies. The syllabus for this tutorial will be agreed upon by the student and instructor and approved in advance by the Coordinator of the Film Studies Minor. This course is open only to students who have completed at least half the requirements for the Film Studies Minor and may ordinarily only be taken once.

498. Internship

Fall and Spring (1-3, 1-3) Kennedy.

A directed readings/research course in conjunction with an internship experience. Must be approved in advance by the Coordinator of the Film Studies Minor prior to the student's participation in the internship. This course is open only to students who have completed at least half the requirements for the Film Studies Minor and may ordinarily only be taken once.

Geography

PROFESSOR Blouet, Coordinator

Those interested in geography can prepare themselves for further study in the field by selecting suitable courses from among the following. Students are advised to start with GEOL 110-Physical Geography and GOVT 381-Human Geography.

Physical Geography

- Geology 110—Physical Geography
- Geology 303—Geology of the United States
- Geology 304—Surface Processes
- Geology 305—Environmental Geology

Human Geography

- Anthropology 420—Tropical Ecology
- Government 381—Human Geography
- Government 482—Geostrategic Thought
- Sociology 349—Human Geography and the Environment

Regional Geography

- Anthropology 330—Caribbean Cultures
- Anthropology 338—Native Cultures of Latin America
- Anthropology 340—Peoples and Cultures of Southeast Asia
- Government 382—World Regional Geography I
- Government 383—World Regional Geography II
- Government 384—The Geography of Latin America and the Caribbean
- Government 386—The Political Geography of Europe

Geology

PROFESSOR **Macdonald** (Chair) and **Feiss**. ASSOCIATE PROFESSORS **Bailey** and **Owens**. ASSISTANT PROFESSORS **Hancock** and **Lockwood**. RESEARCH ASSOCIATES **Beach**, **Berquist**, **Campagna**, **Hodges** and **Izett**.

The program of the Department of Geology is designed to provide each concentrator with a strong, broad background in geology yet is sufficiently flexible to allow students freedom to follow their own interests. The concentrator may choose one of two options, either general geology or environmental geology. Ample opportunity is available for independent student research and such research is an integral part of the curriculum regardless of the option chosen.

The geologic setting of Williamsburg enhances the program in geology and offers a wide variety of areas for field study. Situated on the Coastal Plain with its excellent exposures of sediments and fossils, the College is only 50 miles from the Fall Zone beyond which are the igneous and metamorphic rocks of the Piedmont. The Blue Ridge and Valley and Ridge areas of the Appalachian Mountains are within a three-hour drive. Thus the field study area includes all major rock types and representatives of most geologic time periods from Precambrian to Holocene.

Requirements for Concentration

A concentration in geology requires a minimum of 38 credits in courses distributed as follows:

1. A core for all concentrators of nine semester courses totaling 28 or 29 credits, which are Geology 101 or 110 or 150, 160, 200, 201, 301, 304, 401, 404, and either 406 or 496.
2. The Geology Option:
 - a. Two semester courses totaling eight credits, which are Geology 202 and 302.
 - b. One additional semester course totaling at least three credits elected from among Geology 303, 306, 309, 403, and 408.
3. The Environmental Geology Option:
 - a. Two semester courses totaling seven credits, which are Geology 305 and 408.
 - b. One additional semester course totaling at least three credits elected from among Geology 202, 302, 306, 309, and 403.
 - c. Biology 108, 417, or 426

Geology courses that will not be counted toward the concentration are Geology 310 and 495.

A department-approved summer field course can be substituted for three of the six elective credits in either of the above options.

Geology concentrators are required to take eight credits (two courses and associated laboratories) from the following list of five choices: Chemistry 103 and 151, Chemistry 206 and 252, Chemistry 308 and 354, Physics 101, and Physics 102.

The Concentration Writing Requirement in the Department of Geology is satisfied by the paper in Senior Research (Geology 406) or by the Honors Thesis (Geology 496); students must receive a grade of C- or better to satisfy the requirement.

The Concentration Computing Proficiency Requirement in the Department of Geology is satisfied by passing either Geology 406 or Geology 496.

A year of calculus, a year of chemistry, and a year of physics are strongly recommended for a career in the earth sciences.

Requirements for Minor

A minor in geology requires six courses distributed as follows:

1. One from Geology 101, 110, 150
2. Geology 160, 200, 201
3. One from Geology 202, 301, 302, 304, 401
4. Two from Geology 303, 305, 306, 309, 403, 408

A course from group 3 may be substituted for one from group 4.

Description of Courses

101. The Dynamic Earth: Physical Geology.

(GER 2A) Fall and Spring (3,3) Hancock Staff.

An investigation of the major features of the earth and its materials and the interaction of the geologic processes active on the surface and in the interior of the earth. Topics include volcanoes, rivers, glaciers, earthquakes, natural resources, and global change.

110. Earth's Environmental Systems: Physical Geography.

(GER 2A) Fall and Spring (3,3) Lockwood, Staff.

Introduction to the interactions between the earth's environmental systems – the atmosphere, hydrosphere, biosphere, and solid earth. Emphasis will be placed on the relationship between the environment and the human condition.

150W. Freshman Seminar in Geology.

Fall (4) Lockwood.

A course designed to introduce freshmen to topics in the study of geology. Satisfies the freshman writing requirement.

160. Investigating the Earth: Introductory Geology Laboratory.

(Lab) Fall and Spring (1,1) Morse, Staff. Prerequisite or corequisite: GEO 101 or GEO 110 or GEO 150.

Investigating the Earth through exercises involving observations and interpretations of maps, minerals and rocks, groundwater and streams, coastal processes, and earthquakes. Required field trips. Three laboratory hours. The fall offering is limited to freshmen and sophomores except by permission of the chair.

200. History of the Earth.

Spring (4) Macdonald. Prerequisite: GEO 101 or GEO 110 or GEO 150.

The study of the history of the earth and the development of life through time. Required field trips. Three class hours, three laboratory hours.

201. Mineralogy.

Fall (4) Owens. Prerequisite: GEO 101 or GEO 110 or GEO 150 or permission of the instructor.

An introduction to crystal chemistry and crystallography. Identification of common minerals by their physical properties. Introduction to x-ray diffraction and petrographic techniques. Three class hours, three laboratory hours.

202. Igneous and Metamorphic Petrology.

Spring (4) Owens. Prerequisite: GEO 201 or permission of the instructor.

Mineral and rock genesis in the igneous and metamorphic environments. A study of hand specimens and thin sections, structures, textures, and areal distribution. Field trips. Three class hours, three laboratory hours.

301. Sedimentology and Stratigraphy.

Fall (4) Macdonald. Prerequisite: GEO 200. Pre or Corequisite: GEO 201.

The origin and interpretation of sedimentary rocks, the study of depositional environments, and the use of layered rocks in the interpretation and synthesis of the geologic record. Field trips. Three class hours, three laboratory hours.

302. Paleontology.

Spring (4) Lockwood. Prerequisites: GEO 200 or permission of the instructor.

The taxonomy of fossil organisms and the role of fossils in the study of organic evolution and the time relations of rock sequences. The laboratory stresses invertebrate morphology and quantitative measurement of local marine fossils. Field trips. Three class hours, three laboratory hours.

303. Geology of the United States.

Fall (3) Staff. Prerequisite: GEO 101 or GEO 110 or GEO 150. (Not offered 2002-2003)

Descriptive treatment of the major aspects of the geology of the physiographic regions of the conterminous United States. Major emphasis is on the stratigraphy, structure, and development of each region.

304. Surface Processes.

Fall (4) Hancock. Prerequisite: GEO 101 or GEO 110 or GEO 150.

Field, experimental, and theoretical study of processes that shape the earth surface and the resulting landforms. Field trips required. Three class hours, three laboratory hours.

305. Environmental Geology.

Spring (3) Hancock. Prerequisite: GEO 101 or GEO 110 or GEO 150.

The application of geology toward understanding the connections between human activities and the environment. Topics include climate change, flooding and water pollution, coastal processes, and natural hazard prediction. May not be taken for credit after taking GEO 408.

306. Marine Geology.

Spring (3) Kuehl. Prerequisite: GEO 101 or GEO 110 or GEO 150. (Not offered 2002-2003)

The physical geology of the continental margins and ocean basins. Evolution of the ocean basins, oceanic circulation patterns, marine environment, and human impact are stressed. Offered in alternate years.

307. Planetary Geology.

Fall (3) Bailey. GEO 101 or GEO 110 or GEO 150. (Not offered 2002-2003)

An investigation of planetary bodies in the Solar System. Topics include celestial mechanics, the formation of planets and satellites, planetary surfaces, and planetary atmospheres. Offered in alternate years.

309. Plate Tectonics.

Spring (3) Bailey. Prerequisite: GEO 101 or GEO 110 or GEO 150. (Not offered 2002-2003)

Major geological and geophysical aspects of the contemporary earth and their relationship to plate tectonics.

310. Regional Field Geology.

Spring, Summer (1-3, 1-3) Staff. Prerequisite: GEO 200 or permission of the instructor.

Field techniques and their application in the study of the geology and geologic history of selected regions. One to four-week field trip with pre-field trip lecture sessions. This course may be repeated for credit.

311. Field Methods in the Earth Sciences.

Spring (3) Bailey. Prerequisite: GEO 200. (Not offered 2002-2003)

Field techniques and their application to solve geological and environmental problems. Topics include GPS surveying, topographic surveying, bedrock and surficial mapping, and introduction to geophysical methods. Required Spring Break field project. Offered in alternate years.

330. Introduction to Oceanography.

Spring (3) Bauer, Patterson. Prerequisite: GEO 101 or GEO 110 or GEO 150. Offered alternate years.

Description of physical, chemical, biological, and geological processes operating in the world ocean. The interdisciplinary nature of oceanography is emphasized, providing an integrated view of factors which control ocean history, circulation, chemistry and biological productivity. Students may not take both GEO 306 and GEO 330 for credit. (Cross listed with BIO 330)

401. Structural Geology.

Fall (4) Staff. Prerequisite: GEO 301 or permission of the instructor.

Theoretical, experimental, and field study of deforming forces and their effects on earth materials. Field trips. Three class hours, three laboratory hours.

403. Geochemistry.

Spring (3) Owens. Prerequisites: GEO 201, one semester of chemistry, or permission of instructor. (Not offered every year)

The chemistry of earth materials, including rocks and minerals, magmas, and waters.

404. Introduction to Geological Research.

Spring (1) Bailey, Hancock, Lockwood, Macdonald, Owens.

Analysis of journal articles, discussion of research topics, and instruction in the use of library resources including electronic databases. Class work will include oral and written presentations and students will develop a formal research proposal for a senior research or Honors project in consultation with their research advisor. Enrollment is restricted to geology concentrators, normally in their junior year.

406. Senior Research.

Fall and Spring (3,3) Staff. Prerequisite: GEO 404.

Independent study throughout the senior year culminating in a written report. The student may register for either the fall or spring semester.

***407. Special Topics in Geology.**

Fall and Spring (1-3,1-3) Staff. Prerequisite: Permission of instructor.

Advanced study of topics not routinely covered by existing courses. Subjects, prerequisites and instructor will vary from year to year. This course may be repeated for credit.

408. Hydrology.

Spring (4) Hancock. Prerequisites: GEO 101 or GEO 110 or GEO 150, MATH111, or permission of the instructor.

Quantitative investigation of the major components of the hydrologic cycle and their interactions, including atmospheric water, surface water, and groundwater. Field trips required. Three class hours, three laboratory hours.

***409. Independent Study in Geology.**

Fall and Spring (1-3,1-3) Staff.

A program for geology concentrators who wish to pursue independent study of a problem or topic in geology. May be repeated for credit.

†495-496. Honors.

Fall, Spring (3,3) Staff. Prerequisite: GEO 404.

The requirements of Honors study in geology include a program of research accompanied by readings from the original literature, the satisfactory completion of a comprehensive examination in geology, and the preparation and presentation of an Honors essay based on the student's reading and research. Hours to be arranged. For College provisions governing the Admission to Honors, see page 72.

Government

PROFESSORS **Rapoport** (Chair and John Marshall Professor of Government) and **Clemens** (Associate Chair). PROFESSORS **Bill** (Reves Professor of International Studies), **Blouet** (Huby Professor of Geography and International Education), **Cheng, Evans, Grayson** (Class of 1938 Professor of Government), **McGlennon** and **Ward** (Class of 1935 Professor of Government). ASSOCIATE PROFESSORS **Baxter, Dessler, Gilmour, Howard** (David and Carolyn B. Wakefield Associate Professor of Government), **Ndegwa, Peterson** and **Schwartz**. ASSISTANT PROFESSORS **Dunn, Hart, Khadiagala, Lester, Nemacheck, Pickering, Rahman, Stow** and **Tierney**.

The Government Program

The Department of Government provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from an empirical perspective.

The department maintains a strong commitment to the development of students' writing abilities. Most 300-level courses in the department require one or more papers. The 400-level seminars require a major paper based on independent student research. Some students, with the approval of the department, also elect an Honors project in Government.

Requirements for Concentration

A concentration in Government consists of 33 credits in Government including:

- Government 201 – Introduction to American Government
- Government 203 – Introduction to Comparative Politics
- Government 204 – Introduction to International Relations
- One of the following courses in political philosophy: GOVT 303, 304 or 305
- One Government course numbered between 401 and 491

The Concentration Writing Requirement is fulfilled by obtaining a grade of "C-" or better in any course numbered above 400, except Government 494, 495 and 496.

Students must satisfy a Concentration Computer Proficiency Requirement in Government by demonstrating the ability to use computers for (1) word processing, (2) searching electronic library catalogs and information sources, and (3) analyzing quantitative data to address issues of government and politics. Students may satisfy this requirement by successfully completing Government 201L, 301, 307 or by demonstrating proficiency as defined above in any course approved by the department chair with the agreement of the instructor.

No more than two of the following courses may be counted toward a concentration in Government: Government 381, 382, 383, 384 and 386.

It is recommended that concentrators complete Economics 101, 102 and carry their foreign language study beyond the minimum general education requirements.

Students seeking course credit for summer internships may apply to count Interdisciplinary Studies 491: Public Affairs Internship toward the Government Concentration. See Interdisciplinary Studies.

Minor

A minor in Government requires 21 semester credits in Government, including no more than three courses numbered below 300. This must include at least one course in three of the following areas: (1) political philosophy, (2) comparative government and politics, (3) international politics, and (4) American government and public administration.

¹ Reves Professor of International Studies

² Huby Professor of Geography and International Education

³ Class of 1938 Professor of Government

⁴ John Marshall Professor of Government

⁵ Class of 1935 Professor of Government

⁶ Adjunct Assistant Professor

⁷ Visiting Assistant Professor

⁸ Visiting Assistant Professor

⁹ Visiting Assistant Professor

Description of Courses

150W. Freshman Seminar.

Fall or Spring (4) Staff.

A course designed to introduce freshmen to topics in the study of government. Satisfies the freshman writing requirement.

201. Introduction to American Government and Politics.

Fall or Spring (3) Staff.

An introduction to the American political system, its institutions and processes. Some sections of this course require enrollment in Government 201L concurrently with Government 201 to satisfy the concentration computer proficiency requirement.

201L. Introduction to American Government and Politics Computer Proficiency Lab.

Fall or Spring (1) Staff.

This one-credit course must be completed concurrently with Government 201, and satisfies the computer proficiency requirement in Government.

202. Introduction to Political Philosophy.

(GER 7) Fall or Spring (3) Staff.

An introduction to political philosophy focusing on ideas such as freedom, authority, power, community rights and leadership.

203. Introduction to Comparative Politics.

(GER 3) Fall or Spring (3) Staff.

An introduction to the comparative analysis of political systems. Attention will focus on political processes, such as political socialization, participation, and elite recruitment, and on political institutions, such as party systems, legislatures and bureaucracies. Examples will be drawn from Communist and developing systems, as well as from the more familiar Western countries.

204. Introduction to International Politics.

(GER 3) Fall or Spring (3) Staff.

A study of the theory and practice of international politics. The course will consider the international system of states and the bases of national power.

301. Research Methods I.

Fall or Spring (3)

Survey of qualitative and quantitative methods commonly used in empirical political analysis. Emphasis on building skills such as hypothesis testing, inference and causal reasoning.

302. Research Methods II.

Fall or Spring (3) Dessler.

This course focuses on the uses of history and historical argument in political research. Emphasis is given to the tasks of research design, using principles of quantitative and qualitative analysis as a baseline.

303, 304. Survey of Political Philosophy.

(GER 7) Fall and Spring (3,3) Stow, Lester.

The course is developed around two themes, the classical tradition and the modern tradition in political philosophy. In the first semester the political works of Plato and Aristotle are taken as the standards of the classical tradition. Selected works of medieval Christian writers are also included. Machiavelli and Hobbes define the modern tradition as this is taken up in the second semester. The works of Locke, Rousseau and Burke complete the course.

305. Contemporary Political Philosophy.

(GER 7) Fall or Spring (3) Staff.

An examination of various approaches to political philosophy from the late 19th century to the present.

306. Political Parties.

Fall or Spring (3) McGlennon.

An examination of the electoral, organizational and governmental activities of political parties in the American context. Emphasis will be placed on the decline of parties and the consequences of this decline for American democracy.

307. Political Polling and Survey Analysis.*Fall (3) Rapoport.*

Introduction to formulation, implementation and analysis of political and public policy surveys. Topics include the psychology of survey response, sampling, interviewing, focus groups, experimental design, hypothesis testing and data analysis. Students will conduct individual and group survey projects.

310. Game Theory.*Fall (3) Staff. Prerequisite: ECON101.*

An introduction to game theory, with an emphasis on applications from politics, international relations, economics, business, public policy and history. (Cross listed with ECON310)

311. European Political Systems.*Fall (3) Clemens.*

A comparative study of institutions and processes of government in several Western European nations. Historical, cultural, social and economic factors will be given considerable attention.

312. Politics of Developing Countries.*Spring (3) Baxter.*

A comparative study of institutions and processes of government in several non-Western countries. The cultural and historical foundations of government, and the economic circumstances of Third World nations will be emphasized.

324. U.S. Foreign Policy.*Fall or Spring (3) Clemens, Ward, Peterson.*

A study of American foreign policy with emphasis on the process of policy formulation. Selected foreign policy problems will be considered.

325. International Organization.*Fall or Spring (3) Staff. Prerequisite: GOVT204.*

A study of the development of structures and procedures of international organization, and of methods of pacific settlement of international disputes. Special attention will be given the League of Nations and the United Nations and the successes and failures of these organizations.

326. International Law.*Fall or Spring (3) Staff. Prerequisite: GOVT204.*

A study of international law governing relations among nation-states in peace and war. Considered are the nature and development of international law, and the relevance of international law to contemporary issues such as recognition, intervention, human rights, diplomatic privileges and immunities, use of force, terrorism, environmental problems and international adjudication.

327. Intermediate International Relations Theory.*Fall or Spring (3) Dessler. Prerequisite: GOVT204.*

A survey of the leading theories and main theoretical debates in the study of international relations with attention to their implications for the study of war and peace.

328. International Political Economy.*Fall or Spring (3) Cheng, Staff.*

An analysis of the politics and economics of a selected international policy problem or issue, e.g., international trade and protectionism; the domestic management of inflation and unemployment; the relation between economic organization and political power.

329. International Security.*Fall or Spring (3) Peterson.*

Examines traditional concerns about the use and management of force in the nuclear age, as well as new security problems, such as the proliferation of chemical and biological weapons, environmental issues and the political economy of national security.

330. The Politics of European Cooperation.*Fall or Spring (3) Clemens. Prerequisite: GOVT204.*

The course covers the evolution of the European Community/Union, its basic institutions, and its current policies, including those on trade, currency and security. Major current events and controversies will also be discussed.

334. The Politics of Russia.*Fall or Spring (3) Pickering.*

This course examines the collapse of the Soviet Union and political change in Russia. Major topics will include democratization, ethnic relations, the construction of new political and economic institutions, and the development of civil society.

335. The Politics of Eastern Europe.*Fall or Spring (3) Pickering.*

This course will focus on political change in Eastern Europe. Using a comparative approach, we will analyze how different states are meeting the specific challenges of post-communist transformation: building new political, economic and social institutions.

336. Governments and Politics of China and Japan.*(GER 4B) Fall or Spring (3) Staff.*

A study of political institutions and political behavior in China and Japan. Emphasis will be placed on dynamic factors of socio-economic and political development in both countries.

337. Politics in Africa.*(GER 4B) Fall or Spring (3) Ndegwa.*

This course highlights changes in the state structures from pre-colonial indigenous state systems, colonial administration and economy and the rise of the modern African state.

338. Latin American Politics and Government.*Fall or Spring (3) Grayson.*

A comparative analysis of the types of government of selected Latin American nations. Appropriate consideration will be given to current conditions and to such problems of general political development as recruitment and socialization, communication and articulation, interest aggregation and decision-making.

339. Middle Eastern Political Systems.*(GER 4B) Fall or Spring (3) Bill.*

An analysis of power, authority and change in the Middle East, defined as the Arab world plus Turkey, Iran, Afghanistan, Pakistan and Israel. Emphasis is placed upon development, Islam, social stratification, violence and foreign policy.

341. Persian Gulf Politics.*Fall or Spring (3) Bill.*

An analysis of the eight political systems located in the oil-rich Persian Gulf. The course will focus on the clash between tradition and modernity, resurgent Islam and secularism in a pocket of the world where beleaguered traditional leaders struggle to survive in a rapidly changing world.

347. Southern Africa: Politics and Society.*(GER 4B) Spring (3) Ndegwa.*

This course examines in depth 6-8 countries in southern Africa. The focus is on contemporary political, social, and economic issues in the region. Countries to be covered include South Africa, Zimbabwe, Angola, Mozambique, Botswana, and Namibia. Apart from the countries, this course will also examine themes such as democracy, land reform, health, education, diplomacy and civil war.

350. Introduction to Public Policy.*Fall or Spring (3) Evans, Howard.*

An introduction to the policy making process in American national government, focusing on the impact on policy of public opinion, the media, interest groups, and governing institutions. Appropriate for freshmen and sophomores.

351. Introduction to Public Administration.*Fall or Spring (3) Staff.*

An analysis of behavior and decision-making in public administrative agencies. Emphasis will be placed upon the relationship of the administrative process to organizational structure, policies and the social environment.

353. The Politics of States and Localities.*Fall or Spring (3) McGlennon.*

An examination of the institutions and processes of government and politics in American states and localities. Relationships among national, state and local governments will be analyzed in the context of a federal system.

355. Southern Politics.

Fall or Spring (3) McGlennon.

An examination of the influence of historic and demographic trends on contemporary Southern politics. Special attention will be paid to the political distinctiveness of the South, political variations among the southern states, and the relationships between Southern and national politics.

360. The American Welfare State.

Fall or Spring (3) Howard. Prerequisite: GOVT201 or GOVT350.

The politics of U.S. social policy in historical perspective. Topics vary by year but usually include retirement pensions, health care, and programs for the poor.

370. The Legislative Process.

Fall or Spring (3) Evans, Gilmour.

An investigation of the legislative process in the United States with emphasis on the United States' Congress. Internal and external forces influencing legislative behavior will be examined.

371. The Presidency.

Fall or Spring (3) Staff.

An examination of the politics and policy influence of the American presidency and other executives. Emphasis will be placed upon the legal and political forces which determine and limit the use of executive power.

372. American Legal Process.

Fall (3) Nemacheck.

An analysis of law and legal institutions in the United States, the course covers principles of legal reasoning, the relationship between the judiciary and other branches of government, the role of the Supreme Court, and the activity of judges, lawyers and jurors.

373. Civil Rights and Civil Liberties.

Spring (3) Nemacheck.

An examination of how legal and political processes have shaped the protections given to individual rights in the American constitutional system. The focus is on Supreme Court decision making and processes of constitutional interpretation.

374. The Mass Media, Public Opinion and American Political Behavior.

Fall or Spring (3) Staff.

A survey of the processes through which political communications are transmitted and received in the American political system. The impact of newspapers, television, campaign advertising and other forms of political persuasion will be examined, as well as other influences on public opinion and political behavior.

381. Human Geography.

Fall or Spring (3) Blouet.

A survey of the content of human geography including population, culture realms, world views, the distribution of agriculture and industry, settlements and human environmental impact.

382. World Regional Geography I.

Fall (3) Blouet.

A study of the physical environment, resources, population and distribution of economic activity in selected industrial countries in Europe, North America and the Pacific Rim. Only one course from Government 382 and 383 may be counted towards a concentration in government.

383. World Regional Geography II.

Fall or Spring (3) Blouet.

A study of the physical environment, resources, population and distribution of economic activity in selected developing countries in the Indian sub-continent, the Middle-East, Africa, South-East Asia and East Asia. Only one course from Government 382 and 383 may be counted towards a concentration in government.

384. The Geography of Latin America and the Caribbean.

Fall or Spring (3) Blouet.

Examination of the physical environment, resources, population and economic activities in the region together with studies of selected countries.

386. The Political Geography of Europe.*Fall or Spring (3) Blouet.*

Examination of the environment, demography and economy of Europe in the context of regional integration. European states that are not E.U. members will be examined to their potential contributions of the European Union.

390. Topics in Government.*Fall or Spring (1) Staff.*

Selected topics in government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit.

391. Topics in Government.*Fall or Spring (3) Staff.*

Selected topics in government. The topic to be considered will be announced prior to the beginning of the semester. May be repeated for credit if topics under consideration are different.

401. Seminar: American Political Thought.*Fall (4) Staff.*

Basic problems of political theory will be viewed from the perspective of the American experience.

405. Seminar: Studies in Political Philosophy: Themes and Problems.*Fall or Spring (4) Staff.*

An examination of a particular theme or problem such as community, authority, justice, freedom and utopia. May be repeated for credit if topics under consideration are different.

406. Seminar: Studies in Political Philosophy: Theorists and Movements.*Fall or Spring (4) Staff.*

An examination of the work and significance of a particular great political theorist, group of theorists, or major movements, such as Marxism, Utilitarian Reformism, Conservatism. May be repeated for credit if topics under consideration are different.

408. Seminar: Human Destructiveness and Politics.*Spring (4) Staff.*

Genocide pervades the contemporary imagination, yet both the origin and meaning of this form of human destructiveness are problematic. What is genocide? What is its history? Is there a basic structure to genocide? Do present attempts to explain genocide succeed? Who is responsible for genocide? How might genocide be prevented? Readings from social science, history, philosophy and literature, with occasional use of film.

410. Seminar: British Government and Politics.*Fall or Spring (4) Ward. Prerequisite: GOVT311 or consent of instructor.*

A study of political institutions and political behavior in the United Kingdom. Comparisons are made with other parliamentary democracies.

416. Seminar: Revolution and Politics.*Spring (4) Grayson.*

A study of social, political and economic conditions underlying revolutionary change. Careful attention is also given to leadership, organization, coalition-building, propaganda and counter-revolutionary strategies. The French, Russian and Cuban upheavals and Italian Fascism are among the revolutions studied.

417. Seminar: Government and Politics in South Asia.*Spring (4) Baxter.*

Historical origins will be emphasized early in the semester, political and economic modernization in the region will be considered next, and relations among the states of the region and the role of the region in world politics will complete the semester.

433. Seminar: Theories of the International System.*Fall (4) Dessler.*

A study of systematic approaches and their application to the traditional concerns of international relations theory and practice—power, conflict, order and justice.

435. Seminar: Political Economy of the Newly Industrializing Countries.*Fall or Spring (4) Cheng.*

This seminar examines major issues of economic development in Newly Industrializing Countries (NICs). It addresses the interaction between government policies and market forces, between regime dynamics and economic change, and discusses problems in different economic sectors. Course normally focuses on East Asia but may examine other regions.

436. Seminar: International Relations of East Asia.*Fall or Spring (4) Cheng.*

A study of international relations of East Asia since 1945. Selected problems and issues will be considered.

438. Seminar: Mexican Politics.*Fall or Spring (4) Grayson. Pre-requisite: GOVT203.*

Focuses on the evolution of the Mexican Political system from dictatorial rule to single-party authoritarianism to growing pluralism.

451. Seminar: Topics in Public Administration.*Spring (4) Staff. Prerequisite: GOVT351.*

An examination of selected topics and issues in public administration. Such items as public budgeting, policy planning, policy evaluation, personnel management, intergovernmental relations, organizational theory and organizational development will be included.

454. Seminar: The Politics of Metropolitan Areas.*Fall (4) McGlennon. Prerequisite: GOVT353 or consent of instructor.*

An examination of the American political system's capacity to confront and solve problems of the nation's urban areas. Historical, economic and sociological factors affecting the political process in urban areas will be considered.

457. Seminar: Public Policy and Administration.*Fall or Spring (4) Staff. Prerequisite: GOVT350.*

A critical examination of the relationship between the public bureaucracy and public policy in the formation, implementation and evaluation of policy.

464. Seminar: Political Socialization.*Fall (4) Rapoport.*

An examination of the ways through which political attitudes are acquired and change throughout the life cycle. Topics to be covered include the content and distinctiveness of political attitudes, the effect of generations, subcultures and sex roles on political attitude acquisition and political resocialization.

465. Seminar: Public Opinion and Voting Behavior.*Fall or Spring (4) Rapoport.*

A study of the relationship between opinions and political policymaking, including the characteristics of political opinions, patterns of voting behavior and the importance of leadership.

470. Seminar: Congress and the President.*Fall or Spring (4) Gilmour.*

An examination of the strategic interaction between the Congress and the Presidency. Major themes include the balance of power between the two branches, how and why the relative influence of each has shifted during American history, and the constitutional legitimacy of the powers exercised by the Congress and the President.

472. Seminar: The Courts, Constitutional Politics and Social Change.*Fall or Spring (4) Staff.*

An analysis of the power of courts to produce or prevent social change in the United States. Case studies of encounters between social groups and the courts are used to identify conditions that allow judges to influence or overrule democratic processes.

482. Seminar: Geostrategic Thought.*Fall or Spring (4) Blouet.*

The course examines the way western commentators have seen the world from a global strategic perspective over the last century. The works of major theorists from Mahan to Kissinger will be examined.

491. Topics in Government.*Fall or Spring (4) Staff.*

Selected topics in government, the topic to be announced prior to the beginning of the semester. Special emphasis will be given to the active involvement of members of the seminar in individual research projects and the preparation of research papers. May be repeated for credit.

494. Independent Study.*Fall or Spring (3) Staff.*

A program of independent study which usually involves extensive reading and the writing of one or more essays. Students must obtain permission from the chair of the department and the faculty member under whom they are to work before registering for this course. Government 494 cannot be used to satisfy the 400-level requirement for concentrators in government and may not be taken more than twice. May be repeated for credit.

†495-496. Senior Honors.*Fall, Spring (3,3) Staff. Prerequisite: GOVT301 or GOVT302.*

Students admitted to Senior Honors in Government will be responsible for (a) readings and discussion of selected materials; (b) satisfactory completion by April 15 of an original scholarly essay. Government 495 and 496 cannot be used to satisfy the 400-level requirement for concentrators. For College provisions governing the Admission to Honors, see page 72. For departmental requirements, see chair.

Graduate Program

The department is actively involved in the Thomas Jefferson Program in Public Policy. For degree requirements and a full description of graduate courses in Public Policy, write to the Thomas Jefferson Program in Public Policy for a graduate catalog.

History

ASSOCIATE PROFESSOR **McCord** (Chair). PROFESSORS **Axtell** (Kenan Professor), **Boyer** (Harrison Professor, 2002-2003), **Crapol** (Pullen Professor), **Ely, Ewell** (Newton Professor), **Gross** (Murden Professor), **Hoak** (Chancellor Professor), **Hoffman, R. Price** (Dittman Professor), and **Rafeq** (Bickers Professor). VISITING PROFESSOR **Rhys Isaac**¹. ASSOCIATE PROFESSORS **Abdalla, C. Brown, Canning, Grasso, Hahamovitch, Homza, Lane, McArthur, Meyer, Nelson, Phillips, Pratt, Schechter, Sheriff** (University Professor for Teaching Excellence), **Strong, Walker, and Whittenburg**. ASSISTANT PROFESSORS **Achebe, Daileader, Koloski, Mapp**², **Mutschler**³, and **Zutshi**. VISITING ASSOCIATE PROFESSOR **Lounsbury**. VISITING ASSISTANT PROFESSORS **Gray, Preston, Swartout, and Wells**. LECTURERS **M. Brown**⁴, **Carson**⁵, **Hobson**⁶, **Kelly**⁷, **Kelso**⁸, **Teute**⁹.

Requirements for Concentration

Concentration in history requires 33 semester credits in history, including both History 121 and 122, an upper level colloquium (designated with a "C"), the computing requirement (see below), either History 111 or 112, and one non-Western historical survey, which may be selected from History 131, 132, 141, 142, 161, 171, 172, 181 or 182. One or more of the preceding courses may be waived by the department chair upon demonstrated proficiency in European, United States, Latin American, Middle Eastern, African or East Asian history. Of these 33 semester credits in history, at least 15 must be taken in residence at the College. The department strongly recommends that concentrators finish their survey requirements — History 121-122, either History 111 or 112, and a non-Western survey — in their first and second years at the College. Students are advised not to limit their junior and senior year classes to ones confined to the history of a single nation. Concentrators must also take an upper-level class designated as a colloquium, with a "C" after the normal number (e.g., 490C). Each colloquium is a small, writing-intensive seminar: such courses may ask students to conduct original research in primary sources, examine historiography or methodology, and examine broader or narrower topics, problems or periods. All history concentrators must earn a C or better in their colloquium to fulfill the requirement. Students usually enroll in a colloquium in the junior or senior year. Individuals who intend to write an Honors thesis in History are encouraged to take the colloquium in their junior year, in order to gain desirable writing and research experience. Foreign languages are recommended for students planning to concentrate in history, especially if they plan to enter graduate programs in the discipline. Students must have a 3.0 cumulative quality point average in order to pursue independent study in history. Satisfactory completion of the department's colloquium requirement also fulfills the concentration writing requirement in history. Colloquia and seminars provide students with a series of opportunities to practice their writing.

Students may satisfy the undergraduate computing requirement for history by (1) attaining a C or better in a History course designated by the Department (for a list of courses that fulfill the concentration computing requirement, contact the Department of History Office or (2) attaining a C or better in Computer Science 131 (Concepts in Computer Science), 141 (Introduction to Computer Science), or a more advanced course in Computer Science.

Requirements for Minor

A minor in history requires 18 semester credits in history, at least six hours of which must be taken at the 300-400 level.

¹ Distinguished Professor of American History and Public Policy, National Institute of American History and Democracy

² Fellow, Omohundro Institute of Early American History and Culture

³ Fellow, Omohundro Institute of Early American History and Culture

⁴ Archaeological Excavation and Conservations Department, Colonial Williamsburg Foundation

⁵ Research Department, Colonial Williamsburg Foundation

⁶ John Marshall Papers

⁷ Research Department, Colonial Williamsburg Foundation

⁸ Director of Archaeology, Association for the Preservation of Virginia Antiquities

⁹ Omohundro Institute of Early American History and Culture

Description of Courses

111,112. History of Europe.

(GER 4A) *Fall and Spring (3,3) Staff.*

An introduction to Western civilization with emphasis on European political, economic, social and cultural developments and their influence in shaping our contemporary world. Students will be encouraged to examine fundamental trends and the uses of the historical method. First semester, the ancient world to 1715; second semester, 1715 to the present.

121,122. American History.

(GER 4A) *Fall and Spring (3,3) Staff.*

An introduction to the history of the United States from its origins to the present. First semester topics include the development of the American colonies and their institutions, the Revolution, the creation of the federal union, the people of America, the Civil War and Reconstruction. Second semester topics include major political, social and economic developments since 1877, overseas expansion, the two world wars and the Cold War.

131,132. Survey of Latin American History.

(GER 4B) *Fall and Spring (3,3) Lane, Ewell.*

The development of Latin America from Pre-Columbian times to the present. Emphasis in the first semester is on the interaction of European, Indian and African elements in colonial society to 1824. The second semester stresses the struggle for social justice, political stability and economic development from 1824 to the present.

141,142. Survey of East Asian Civilization.

(GER 4B) *Fall and Spring (3,3) Canning, Pratt.*

An introduction to the political and cultural history of East Asia with special attention to China and Japan. First semester: East Asia to 1600; second semester: East Asia from 1600 to the present.

150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

A course designed to introduce freshmen to the study of history. Sections with a "W" designation enable students to fulfill the Lower-Division Writing Requirement. (This course may be repeated for credit if there is no duplication of topic.)

Topics for Fall 2002:

Colonial and Revolutionary Tidewater. *Whittenburg.*

Examination of the history of Tidewater Virginia and Maryland from the colonial period through the American Revolution. Readings include primary and secondary sources; the class will occasionally visit nearby historical sites.

Islam in Africa: Revivalism and Militancy. *Abdalla.*

Political Islam in Africa: Revivalism and Militancy. This course explores the contemporary Islamic revivalist movements in North Africa, Egypt, Sudan and Nigeria. It attempts to examine the socio-economic and political roots of current Islamic resurgence, highlight its ideologies, and assess the danger it poses to the nation state as an institution.

American Indian History: Precontact to the Present. *Preston.*

Students will explore American Indians' stories, societies, cultures, and identities from ancient America to the present; the major themes, issues, events, and peoples in Indian histories; and the methodological challenges of doing Indian history.

Topics for Spring 2003:

Memories of Social Revolution in America, 1861-66. *Nelson.*

Historians have called the American Civil War the only social revolution in American History. How have novelists, cartoonists, and memoirists explained the social changes that followed emancipation? Students will read a variety of theoretical approaches to memory from sociology to linguistics to psychology and then discuss novels, sheet music, and art that wrestle with the end of slavery in the South.

Enlightenment and Revolution. *Schechter.*

This course focuses on the eighteenth-century ideas and political movements that fundamentally altered the course of world history. Readings include works by Locke, Montesquieu, Rousseau, Voltaire,

Kant and lesser-known writers, as well as writings and speeches by participants in the American and French Revolutions.

Hitler's Germany. *Swartout.*

This class explores the cataclysmic events that took place in Germany between the 1930s and the 1940s, including Hitler's seizure of power, consolidation of Nazi rule, everyday life in the Nazi dictatorship and World War II. It will focus in particular on three themes: the breakdown of democracy, the lines between resistance and consent, and the Holocaust.

161. History of South Asia.

(GER 4B) *Fall or Spring (3) Zutshi.*

Drawing on the latest multidisciplinary scholarship and visual materials on South Asia, this course examines the ancient, medieval, and modern history of the Indian Subcontinent. Themes include concepts of sovereignty, colonialism, nationalism, partition, religious identities, economic developments, and center-region disputes.

171,172. The Modern Middle East.

(GER 4B) *Fall and Spring (3,3) Rafeq.*

A historical review of the modern Middle East since 1500 that emphasizes the political and socio-economic changes of recent decades. Arab-Israeli conflict and the peace process as well as the Islamic revival will receive close examination. The course divides at 1800.

181,182. African History.

(GER 4B) *Fall and Spring (3,3) Abdalla, Achebe.*

A thematic approach to socio-economic and political change in Africa from early times to the present. Emphasis is on African cultural heritage, state building, internal and external trade, and interaction with outside forces: Islam, Christianity and colonialism, as well as on Africa's present pressing problems. The course divides at 1800 A.D.

191,192. Global History.

(GER 4B for 103; GER 4A for 104) *Fall and Spring (3,3) Campbell, Assistant Professor, Modern Languages. (Not offered 2002-2003)*

An introduction to the history of the world, with emphasis on such broad aspects of the subject as major civilizations, cultural diversity, global conflict and global convergence. First semester: from pre-history to 1500. Second semester: 1500 to the present.

211,212. Topics in History.

Fall and Spring (3,3) Staff.

A course designed especially for freshmen and sophomores who have taken AP European or AP American history in high school. (These courses may be repeated for credit if there is no duplication of topic.)

Topics for Fall 2002:

World of Thomas Jefferson. *Wells.*

This course is devoted to the life and times of Thomas Jefferson. We will examine the world of Jefferson's youth and the momentous issues that crystallized during the latter decades of the eighteenth century.

Early American Environmental History. *Coleman (Glucksman Fellow 2002-2003).*

This discussion-based course will consider the relationship between the environment and early American politics, economics, social structures, and religion. It will pay particular attention to the images, myths, visions, and perceptions Americans have applied to their environment, and will help prepare students to analyze and critique the environmental issues facing American society today.

Topics for Spring 2003:

Southern Cultures: Field Holler to NASCAR. *Nelson.*

Cultural historians believe that the most expressive cultural traditions arise from the most repressive regimes: the Qin empire, late-imperial Russia, and pre-Revolutionary France became centers of culture. This class will explore one of the most repressive regions in the US: the Southern worlds of plantation, slave quarter, and hillbilly-hideout. How did blues and country music emerge? How did the literature of Faulkner, Ralph Ellison, and Carson McCullers grow out of the South? How did stock car racing grow out of moonshining? Students will discuss histories, novels, music, and geography.

220. Williamsburg: Colonial and Revolutionary.*Spring (3) Carson.*

Early American history through the lens of the Williamsburg experience. Topics: politics, social structure, gender, religion, race and the economy between the “Middle Plantation” settlement of the mid-1600s through the transfer of the capital to Richmond during the Revolution.

221,222. United States Women’s History, 1600 to the Present.*(GER 4A) Fall and Spring (3,3) Meyer. (HIST222 not offered in Spring 2003)*

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/gender norms and values, women’s networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879.

235, 236. Introduction to African American History*(GER 4A) Fall and Spring (3,3) Ely, Staff.*

A survey of African American history from the colonial period to the present. The course divides at emancipation.

240. The Crusades.*(GER 4C) Spring (3) Daileader.*

The history of the crusading movement during the Middle Ages. The course focuses on the changing nature of Christian-Muslim relations and on the Crusades’ cultural and geopolitical ramifications. Reading consist primarily of contemporary Latin, Greek, and Arabic sources (in translation).

241, 242. European History, 1815-1945.*(GER 4A) Fall and Spring (3,3) Strong. (HIST242 not offered in Spring 2003)*

First semester: investigates the Congress of Vienna to the start of World War I. Investigates the industrial revolution, liberalism, socialism, imperialism and the various contexts of WWI. Second semester: investigates WWI, German inflation and worldwide depression, fascism, the trajectory of World War II and the collapse of the old order in 1945. Attention to the culture of modernism.

243. Europe since 1945.*(GER 4A) Spring (3) Koloski. (Not offered 2002-2003)*

Topical survey of Europe east and west since WWII. Includes postwar recovery, geopolitical tensions and the Cold War, imperialism, protest movements of the 1960s and 1970s, communism and its collapse, a united Europe in theory and practice.

265. Postwar Japan.*(GER 4B) Spring (3) Staff. (Not offered 2002-2003)*

An examination of various aspects of post-World War II Japan. After an intensive look at politics and the economy, we will explore such topics as the role of women, childhood and education, social organization and methods used to maintain order and harmony. Several documentaries and movies will be shown. (For freshmen and sophomores with AP credit or exemption)

300. The Caribbean.*Fall (3) Ewell. (Not offered 2002-2003)*

A survey of the colonial history of the region followed by an analysis of the economic, social and political developments of the 19th and 20th centuries in the major island and mainland states.

304. Brazil.*Fall (3) Ewell, Lane.*

Antecedents of modern Brazil, 1500-present, with accent on economic, social and cultural factors as well as on political growth in the Portuguese colony, the Empire and the Republic.

305. History of Mexico.*Fall (3) Ewell, Lane.*

Development of the Mexican nation from the Spanish conquest to the present. Sequential treatment of the interaction of Spanish and Indian cultures, expansion of the frontier, independence, 19th-century liberalism and caudillism, the Mexican Revolution of 1910 and its institutionalization.

325. Race, Culture and Modernization in South Africa, 1650 to the Present.*(GER 4C) Fall (3) Abdalla.*

This course deals with the specific problems arising as direct results of European colonization. It examines competition and inter-cultural penetration between settlers and indigenous peoples in the last three and a half centuries. (Not open to those who have studied this topic under HIST490 or 491.)

326. Ethnicity and State in the African Context.*Fall (3) Abdalla. (Not offered 2002-2003)*

A study of the process of state formation, the institution of government, and tension between central hegemony and regional autonomy. In selected cases, emphasis will be placed on the problems of legitimization of office holders, expansion and consolidation of the state, and inter-ethnic rivalry.

328. Modern Japanese History.*Spring (3) Pratt. (Not offered 2002-2003)*

A history of Japan from the Tokugawa period (1600-1868) to the present, with special emphasis on the 19th and 20th centuries.

329. Modern Chinese History.*Fall (3) Canning.*

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government and China under communist rule. Fulfills departmental computing requirement.

330. America and China: U.S.-China Relations since 1784.*Spring (3). Canning.*

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the twentieth century.

332. Modern Korean History.*Spring (3) Pratt.*

An examination of the major developments and issues in modern Korean history, including the collapse of the traditional order, Japanese colonial rule, the emergence of distinct political regimes in the north and south and north-south confrontation.

335. Historians and Computers.*Fall (3) Whittenburg. (Not offered 2002-2003)*

This course fulfills the undergraduate computing requirement by introducing skills commonly employed by historians. It attempts to demystify computers by introducing their physical parts and the basics of computer jargon. It also discusses the impact of these machines on the history profession.

336. Ethnographic History.*Fall (3) R. Price.*

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Cross listed with ANTH472 and AMST434)

339. Writing and Reading Culture.*Fall (3) R. Price. (Not offered 2002-2003)*

Trends in ethnography (and ethnographic history) during the past two decades. Students will begin with a "classic monograph," go on to read about the "crisis" in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Cross listed with ANTH490)

340. Maroon Societies.*Fall (3) R. Price.*

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. (Cross listed with AMST412 and ANTH432)

345. Exploring the Afro-American Past.*Fall (3) R. Price. (Not offered 2002-2003)*

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in Anthropology, History and Literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts. (Cross listed with AMST402 and ANTH429)

355,356. Medieval Europe I (to 1000); Medieval Europe II (post-1000).*Fall and Spring (3,3) Daileader.*

First semester: Europe from the Fall of the Roman Empire to the Viking invasions. Investigates triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire. Second semester: Europe during the High and Late Middle Ages. Emphasis on social, cultural and religious transformations of these periods; some attention to political narrative.

358. The European Renaissance.*Fall (3) Homza.*

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314-1598. Attention to historiography and historical method.

359. The Reformation in Western Europe.*Spring (3) Homza. Prerequisite: HIST111 or permission of instructor. (Not offered 2002-2003)*

An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

363,364. The Age of Absolutism and Revolution in Europe, 1648-1870.*Fall and Spring (3,3) Schechter. (Not offered 2002-2003)*

An intensive survey of Europe in transition. First semester: 1648-1789, absolutism, enlightenment, enlightened despotism. Second semester: 1789-1870, revolution, industrialization and the emergence of the modern state.

365,366. Ancient History.*(GER 4A) Fall and Spring (3,3) Hutton. Not open to freshmen.*

Ancient civilization from prehistoric times to the downfall of the Roman Empire. The first semester deals with the ancient Orient and Greece; the second semester with Rome. (Cross listed with CIV 311, 312)

369,370. The History of England.*Fall and Spring (3,3) McCord.*

A survey of the political, social, religious and economic history of England. First semester: Roman occupation through the mid-17th century. Second semester: mid-17th century to the present.

377,378. The History of Russia.*Fall and Spring (3,3) McArthur.*

The political, economic, social and intellectual development of Russia. First semester: to late 19th century. Second semester: late 19th century to the present.

382. History of Spain.*Spring (3) Homza.*

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

383,384. History of Germany.*Fall and Spring (3,3) Strong. (Not offered 2002-2003)*

First semester: origins and establishment of the modern German state to the First World War. Second semester: establishment and course of Hitler's Third Reich. Some time at the end of the second semester is devoted to the development of the two Germanies since 1945 and their subsequent reunification.

385,386. History of France, 1648 to the Present.*Fall and Spring (3,3) Schechter.*

First semester: 1648-1800. Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancien régime and Revolution. Second semester: 1800-present. Special attention to social and economic problems as well as to the politics of 20th-century France. Fulfills departmental computing requirement.

387,388. England Under the Tudors and Stuarts.*Fall and Spring (3,3) Hoak. (Not offered 2002-2003)*

The first semester, 1485-1603; the second semester, 1603-1714.

391,392. Intellectual History of Modern Europe.*Fall and Spring (3,3) Staff. (Not offered 2002-2003)*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the present. First semester: from the Renaissance to the Enlightenment. Second semester: the 19th and 20th centuries.

400. Colonial and Revolutionary Virginia.*Spring (3) Staff. (Not offered 2002-2003)*

A specialized study of the founding and development of the Virginia colony with special emphasis on the evolution of its social and political structure.

411,412. Early American History.*Fall and Spring (3,3) Staff.*

First semester covers the English settlement of North America, including the West Indies; development of the colonial economy; British imperial administration; and cultural developments through the 1750s. Second semester covers the background of the American Revolution; formation of the United States; and establishment of a national government through the War of 1812.

415,416. The United States, 1815-1877.*Fall and Spring (3,3) Sheriff.*

A survey of American history from the end of the War of 1812 through Reconstruction. The course divides at 1850, with the first half exploring the development and impact of industrialization, slavery and expansionism. The second half examines the social, political, economic and cultural history of the Civil War and Reconstruction.

418. US Gilded Age.*Fall (3) Nelson. (Not offered 2002-2003)*

1866-1901. Will explore the collapse of Reconstruction and the rise of big business. Topics will include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism. Fulfills departmental computing requirement. Preference for juniors and seniors.

426. The Invasion of North America.*Fall (3) Axtell.*

An introduction to the exploration, exploitation and colonization of eastern North America by the Spanish, French, English and Dutch; their cultural interaction with the Native Americans in war and peace.

428. United States Military History, 1860-1975.*Spring (3) Staff. (Not offered 2002-2003)*

An examination of the growth of the U.S. military establishment and the exercise of and changes in military strategy and policies, as shaped by political, social and economic factors. Crucial to our inquiry will be not only discussions about the decisions and attitudes of ranking military and civilian leaders but also an analysis of the lives and circumstances of enlisted personnel, lower ranking officers and civilian support staff.

431. United States Immigration History.*Fall (3) Hahamovitch. Prerequisites: HIST121 and 122 recommended. (Not offered 2002-2003)*

An introduction to the history of immigration to the United States from 1789 to the present. Emphasizing immigration from Ireland, China, Mexico and Eastern Europe, the course covers immigrant life, work and culture; causes of mass migration; gender and family relations; changing ethnic identity in the U.S.; and federal immigration policy.

433,434. History of American Foreign Policy.*Fall and Spring (3,3) Crapol. (HIST433 not offered in Fall 2002)*

The formulation and development of American foreign policy from 1775 through World War II. The emphasis is on the domestic and international forces which have shaped American foreign policy. Special attention is given to the problems involved in the planning and execution of foreign policy. First semester: 1775 to 1899. Second semester: 1899 to 1945.

435. America and Vietnam.*Spring (3) Crapol.*

An examination of the United States' role in Vietnam from 1945 to the present. The political, cultural, ideological and economic ramifications of the United States involvement will be analyzed from the American as well as the Vietnamese perspective.

436. History of American Foreign Policy in the Cold War Era.*Fall (3) Crapol.*

An intensive analysis of the origins of the Cold War, the policy of containment, global conflict since 1945, the strategy of foreign aid and the ideological contest in the underdeveloped world.

437,438. American Cultural and Intellectual History from the Beginnings through the Early 20th Century.*Fall and Spring (3,3) C. Brown. (HIST437 not offered in Fall 2002)*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis during the first semester on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism. Second semester explores the social construction of knowledge, race, gender and class in the 19th- and early 20th-century United States, through an intensive reading of primary sources.

448. Public History.*Fall (3) Isaac.*

This course uses Colonial Williamsburg to explore the meaning of "history," focusing on ways that knowledge of the past is presented in various media and formats, from monographs, movie and video documentaries to museum interpreters on Duke of Gloucester Street.

451. African Religions in the Diaspora.*(GER 4C) Spring (3) Phillips. (Not offered 2002-2003)*

Survey of the cultural retention and change of African religions in the Diaspora. Considers the encounter between African, indigenous, and European religions in the context of slavery and freedom.

452. Free and Enslaved Blacks in the Old South.*(GER 4C) Fall (3) Ely.*

Free and enslaved Afro-Southerners' relations with one another and with whites from colonization to the Civil War. Themes include the variety of human experience under the slave regime; cultural affinities and differences among blacks, and between black and white Southerners.

†467,468. Independent Study.*Fall and Spring (3,3) Staff.*

A tutorial designed primarily for history concentrators who wish to pursue independent study of a problem or topic. Programs of study will be arranged individually with a faculty supervisor. Admission by consent of the chair of the department. (These courses may be repeated for credit if there is no duplication of topic.) Students must have a 3.0 cumulative quality point average to pursue independent study in history.

469C. France in North America.*Spring (3) Axtell. (Not offered 2002-2003)*

An exploration of the French presence in North America from the 16th-century voyages of Verrazzano and Cartier to the fall of Quebec in 1759, the growth of settlement and empire from Canada to Louisiana, and relations with the Indians.

470C. Disease, Medicine and Society in Africa.*Spring (3) Abdalla. (Not offered 2002-2003)*

An examination of the relationship between environment, disease and people in Africa. The course stresses the interdependence of beliefs and medical practice and assesses the impact these have on the demography and politics of African societies.

471C. Contemporary Russia.*Spring (3) McArthur. (Not offered 2002-2003)*

A seminar on topics in Russian history, 1953 to the present. Themes include the legacy of the Stalin era and issues of continuity and change in the post-Stalin years. The collapse of the Soviet Union and the problems of post-Communist Russia are also examined.

472C. The Russian Revolution.*Fall (3) McArthur. (Not offered 2002-2003)*

The origins, course and impact of revolution in 20th-century Russia, c. 1905-1953. Considerable use is made of primary materials. Themes include the dilemmas of late imperial Russia, the impact of modernization and war, and the issue of totalitarianism.

473C. Crises of European Society.

Fall or Spring (3) Hoak. Prerequisite: HIST358, HIST369 or HIST387. (Not offered 2002-2003)

Selected aspects of early modern Western society, including (for example) the social and economic foundations of Renaissance culture; poverty, crime and violence; revolution and rebellion; death, disease and diet; humanism and reform; witchcraft, magic and religion; the new cosmography.

479C. The New South.

Fall (3) Walker. (Not offered 2002-2003)

An examination of the political, economic, social and intellectual developments in the South since the Civil War. Readings will include both primary and secondary materials.

480C. Slavery in the American South.

Spring (3) Ely. (Not offered 2002-2003)

The development of slavery as a system of labor and of social organization in the American South; slaveholders, slaves, free blacks, non-slaveowning whites and their relations with one another; the effects of slavery on southern politics and world views.

484C,486C. The Making of Modern England.

Fall and Spring (3,3) McCord. (Not offered 2002-2003)

A research seminar that examines the political, economic, social and intellectual changes which explain England's transition from an aristocratic to a democratic society. First semester: ca. 1780 to 1850. Second semester: 1850-1918.

487C. The Age of Exploration, 1450-1600.

Fall and Spring (3,3) Axtell. (Not offered 2002-2003)

An introduction to the European exploration of the rest of the world before, during and after the voyages of Christopher Columbus, with an emphasis on the Americas.

488C. Gender and Change in Modern Africa.

Fall (3) Abdalla. (Not offered 2002-2003)

A seminar on the activities of women in modern Africa in economics, politics, medicine, rituals and the arts. It dispels the erroneous notion of the passivity of African women.

490,491. Topics in History.

Fall and Spring (3, 3) Staff.

Topic changes each semester. (These courses may be repeated for credit if there is no duplication of topic.)

Topics for Fall 2002:**Vernacular Architecture** *Lounsbury.*

This course will serve as a study of everyday buildings as historical documents. It will include recording techniques, research strategies, theoretical approaches, landscape architecture and field trips.

490C,491C. Topics in History.

Fall and Spring (3,3) Staff.

Topic changes each semester. (These courses may be repeated for credit if there is no duplication of topic.)

Topics for Fall 2002:**Problems in European History.** *Homza.*

This course looks at historiographical trends and methodological issues in the writing of pre-modern European history. We focus on the ways historians attempt to comprehend the past and relay their findings. Attention is given to textual criticism, Marxism, anthropology, narrative, sex and gender, and popular culture.

Empire and Science in British India. *Zutshi.*

This course examines the relationship between colonial ideologies and science in British India. We will examine empire's collusion with and deep distrust of science in its various manifestations, including medicine, technology, archaeology, anthropology, environmental sciences and science fiction. At the same time, the course will interrogate the extent of the "hegemony" exercised by these scientific fields on the Indian population, which appropriated, incorporated and resisted science, without necessarily accepting the colonial ideologies governing its implementation.

The South in the American Revolution. *Hoffman.*

In the south, the American Revolution took on the appearance of a civil war. Defining what liberty and freedom meant within a society characterized by enslavement, violence, and oppression will constitute the seminar's core focus.

War and Memory. *Ely.*

This course will cover the experience of the two World Wars as recalled by participants, both military and civilian; the effects of wartime experience on popular consciousness and postwar struggles to control and shape the popular memory of war. The experience of both Americans and Europeans is considered, but with only ancillary attention to military history. Not open to anyone who has taken HIST150W – War and Memory.

European Fascism. *Strong.*

A study of fascism in 20th century Europe. The course also will pay attention to its nineteenth century European origins, as well as take stock of its possible role in the world during the 21st century.

Slavery in British America. *Coombs.*

An exploration of slavery in Britain's American empire, 1600-1800. In addition to covering the development of slavery in the English colonies of mainland North America and the Caribbean, topics will include the diverse backgrounds of African slaves, the slave trade, Indian slavery, and the black experience in the era of the American Revolution.

Topics for Spring 2003:**Islamic Fundamentalism.** *Abdalla.*

The seminar is an exploration of the socio-economic and ideological factors that led to recent Islamic assertiveness and revival in African and the Middle East.

The Cold War at Home. *Gray.*

A study of the Cold War's domestic effects, with attention to gender and race relations, popular culture, labor unions, and higher education, as well as McCarthyism, the military-industrial complex, the draft, antiwar protesting, and fear of nuclear war.

Making Sense of Modernity: Recent Perspectives on Post-1789 Europe. *Koloski.*

Looks beyond the facts of Europe's relatively recent past to historians' perspectives on the emergence and significance of modernity. Discussions on the nature of modern politics, society, and identity; crises of modernity (the Holocaust and Stalinism); Europe's status as modernity trend-setter.

The Seven Years' War. *Mapp.*

The Seven Years' War in a Global Contest. Investigation of the Seven Years' War's place in eighteenth-century history. Examines wartime experiences of soldiers and civilians; ponders relations between individuals and historical developments; analyzes war's contribution to American and French Revolutions; and assesses historical and literary interpretation of war's events.

Illness in Early America. *Mutschler (Omohundro Institute for Early American History and Culture).*

This course uses illness as a vehicle to examines society, culture, and politics in early America. Topics include: the role of illness in the construction of family and community; sickness and the search for self; and affliction in public discourse.

Topics in the Economic and Social History of the Middle East (16th-20th Centuries). *Rafeq.*

The course examines the structure of Middle Eastern economies and societies during four centuries of Ottoman rule. Land tenure, rural society, cities and neighborhoods, urban-rural relations, types of troops, guilds and communal relations are among the topics that will be discussed. The impact of mercantilist and industrial Europe on these institutions will receive special attention.

492. Problems in Modern History.

Fall (3) Paul Boyer, James Pinckney Harrison Professor, 2002-2003. Prerequisites: HIST121 or 122, or permission of instructor.

Topic changes each year. (This course may be repeated for credit if there is no duplication of topic.)

Topic for Fall 2002: U.S. in Atomic Age.

From Hiroshima to the present, this course explores the impact of atomic weapons on American thought and culture. We will read essays, novels, science fiction, and psychological studies; view films; listen to songs; perhaps even play video games. Each student will write a paper exploring some aspect of this theme.

†495-496. Honors.*Fall, Spring (3,3) Staff.*

Students admitted to Honors study in history will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; (b) submission of a scholarly thesis to his or her advisor two weeks before the last day of classes of his or her graduating semester; (c) a comprehensive oral examination. Admission by consent of the department chair. For College provisions governing the Admission to Honors, see page 72.

The James Pinckney Harrison Chair of History

The generosity of Mrs. James Pinckney Harrison and her son, Mr. James Pinckney Harrison, Jr., has enabled the College to establish an endowed chair in history in honor of James Pinckney Harrison, Sr. The purposes of this endowment are explained by the donors as follows: The James Pinckney Harrison Chair of History is established to encourage the study of history as a guide for the future, as a field of absorbing interest and pleasure, and as a source of wisdom, charm and gentility exemplified by James Pinckney Harrison. Born in Danville in 1896, he spent much of his life until his death in 1968 in Charles City County, not far from "Berkeley," his ancestral home. Far-ranging travels for business and country led him to an appreciation of many cultures of the world, but also strengthened his love and commitment to Virginia. As Chairman of the Board of Universal Leaf Tobacco Company of Richmond for many years, James Pinckney Harrison served in many civic, philanthropic and business affairs, ever enriching the life of those around him.

Interdisciplinary Studies

PROFESSOR Schwartz, Director

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations that fall into two categories. First, a student, working in consultation with a faculty advisor, may formulate an interdisciplinary concentration that is uniquely tailored to his or her interest. The responsibility for formulating a sound academic program of interdisciplinary study lies with the individual student and the advisor, and the proposed concentration must be approved by the Committee on Honors and Interdisciplinary Studies. Normally, students pursuing an interdisciplinary concentration base their program upon a solid understanding of an established discipline, and must include courses from at least three departments, with no more than half of the credit hours from any one department. More than two courses at the introductory level are seldom approved.

Second, requirements have been established for interdisciplinary concentrations in the following areas: Biological Psychology, Black Studies, Environmental Science/Studies, Linguistics, Literary and Cultural Studies, Medieval and Renaissance Studies, and Women's Studies.

Applications for interdisciplinary concentrations must be submitted to the Committee on Honors and Interdisciplinary Studies before the beginning of preregistration for the first semester of the student's senior year. All interdisciplinary programs must be compatible with the degree requirements for Arts and Sciences. Each concentrator must fulfill the Concentration Writing Requirement by earning a grade of C- or better in the course designated as the writing course within the program submitted to CHIS. Each concentrator must also fulfill the Computer Proficiency Requirement by earning a grade of C- or better in the course designated as the computer proficiency course within the program submitted. CHIS, or the appropriate advisory committee, must approve the designation of courses that fulfill the writing and computer proficiency requirements.

Concentrations

Black Studies.

See page 115.

Environmental Science/Studies.

See page 149.

Linguistics.

See page 209.

Literary and Cultural Studies.

See page 210.

Medieval and Renaissance Studies.

See page 220.

Neuroscience.

See page 257.

Women's Studies.

See page 299.

Minors

Interdisciplinary minors are offered in Biochemistry (see page 104.), Black Studies (see page 115.), Film Studies (see page 151.), Italian Studies (see page 242.), Literary and Cultural Studies (see page 210.), Medieval and Renaissance Studies (see page 220.), and Women's Studies (see page 299.). Students may not create other interdisciplinary minors.

Description of Courses

The following interdisciplinary courses are taught by individual instructors or by a group of instructors who wish to explore a subject outside the present departmental programs. They are coordinated by the Charles Center.

150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

A course designed to introduce freshmen to topics in interdisciplinary studies. All interdisciplinary freshman seminars satisfy the lower division writing requirement.

Topics for Fall 2002:**Ethics and Men.** *Delos.*

Ethical issues in men's lives. The distinction between intellect and character. Classical virtues in ancient Greece; theories and observations of moral development in children; roles of men in families. Biological perspectives on evolution of behavioral traits, from selfish genes to altruistic humans. Ethical issues, including those involving sexuality, examined from scientific perspectives.

Literature of Nature and Landscape. *Taylor.*

Environmental Perspectives in the Novels of John Fowles and Peter Matthiessen. Landscape and nature are often employed to create setting and context for the more important characters and plot of novels. Unlike naturewriting itself, this use of nature is not concerned with empirical truths as found in the writings of Thoreau, Emerson or Darwin. Both kinds of writing can be artful, but they are usually considered distinct with few informative connections. Two authors in particular, John Fowles and Peter Matthiessen, combine both approaches in their writing. Both use a deep ecological understanding of natural systems as a foundation that allows them to approach their fiction from perspectives that are both informative of how humans interact with nature and instructive as to how the human species has evolved culturally and biologically. Exploring literary criticism from a "green" perspective can open new levels of understanding how we shape and are shaped by the natural world. In this seminar we will examine work by John Fowles (*The French Lieutenant's Woman*; *Daniel Martin*), and Peter Matthiessen (*The Everglades Trilogy*; *Killing Mr. Watson, Bone by Bone*, and *Lost Man's River*) from this "green" perspective.

Florida Election. *Savage.*

Hard Cases and Bad Law: The Florida Election Cases. The 2000 election was finally decided not by voters but by the courts. This seminar will study how the courts arrived at their decision, by analyzing the relevant statutes, case law, legal briefs, and opinions in the two main cases. Attention will be given to theories of textual interpretation and of how the meaning of law is determined by lawyers and judges.

Perspectives on Citizenship and Community.

(GER 7) Staff.

Students attend two seminars per week and perform 35 hours of community service over the course of the term. Readings and discussions focus on competing understandings of community, citizenship and justice. The classroom and service components of the course will each provide perspectives for the other.

250. Introduction to American Sign Language I.

Fall (3) Clough.

This course is designed for students with little or no prior experience with this subject. Topics include: the deaf community and deaf culture; the fundamentals of ASL structure and vocabulary; fingerspelling; numbering; and non-verbal communication.

251. Introduction to American Sign Language II.

Spring (3) Clough.

A continuation of American Sign Language I designed to further develop communicative competencies. Students continue their study of: the deaf community and deaf culture; the fundamentals of ASL structure and vocabulary; fingerspelling; numbering; and non-verbal communication.

322. Introduction to Library Sciences.

Fall and Spring (1,1) Staff.

An introduction to the organizational characteristics of reference works (especially in the humanities and social sciences); bibliographic control of data and research strategies for obtaining information on a topic.

460. Seminar on Environmental Issues.

Spring (3) Capelli, Staff.

A topics course for seniors based on an extended review of an environmental issue by each student. In consultation with the professor, students will select a topic in advance of registration for the course, and will research the topic through all appropriate sources (literature, Internet, individuals, etc). An oral presentation and a paper are required during the course.

†480. Independent Study.

Fall and Spring (1-4, 1-4).

For concentrators who have completed most of their concentration requirements and who have secured approval of the Committee on Honors and Interdisciplinary Studies and that of the instructor(s) concerned. An interdisciplinary concentration may include no more than six hours of Independent Study.

†482. Wilson Summer Independent Study.*Summer (3) Staff.*

Students who have been awarded Wilson Cross Disciplinary Independent Study Scholarships must enroll in this course during one of the summer sessions. For more information on these scholarships contact the Charles Center.

491. Short Course in Interdisciplinary Studies.Fall and Spring (1,1) Staff.*

This course may be repeated for credit if topics vary.

Topics for Fall 2002:**Public Affairs Internship Course. Clemens.**

Students who have arranged summer public affairs-related internships are eligible to apply for this 1 credit course in the spring before their internship. The course is conducted partly on-line and meets several times in the fall semester. Students may petition to have this course counted for credit in their own concentration. For further information, contact the Charles Center.

The College and the Community. Staff.

In this course, students combine microeconomic analysis with insights gained through public and community service to analyze social problems, policies, and programs in one of four areas: health care, education, housing, or local government and planning. Readings and discussions focus on using microeconomic analysis to examine current issues in these areas and to understand how not-for-profit and government agencies function in the Williamsburg community to address these issues. The course is taught in multiple sections, each limited to fifteen students. Section assignments are determined by students' interest and selection of community service placements. Each student is expected to perform 3-4 hours of community service weekly, attend their small group discussion section biweekly, and attend biweekly interactive public forums. Please note that co-enrollment in INTR491 and either Econ 101 01 or INTR150W, Perspectives on Citizenship and Community, is required of all students participating in the Sharpe Community Partnership Program.

†495-496 Interdisciplinary Honors.*Fall, Spring (3,3) Staff.*

Students admitted to Interdisciplinary Honors will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission of an Honors essay two weeks before the last day of classes of the semester in which the essay is being completed; (c) satisfactory performance in an oral examination on the subject matter of the Honors essay. The procedures and standards for Interdisciplinary Honors will be those in force in the department of the student's primary faculty advisor. The primary faculty advisor, with the approval of CHIS, may make appropriate changes to those procedures and standards. Requests for these exceptions must accompany the student's proposal to do Honors. For College provisions governing the Admission to Honors, see page 72.

The Kenan Distinguished Professorship

A generous gift from the William R. Kenan, Jr. Charitable Trust supports the Kenan Distinguished Professorships at the College. The Professorships, in the humanities, are occupied by professors with a preeminent reputation and have the primary purpose of encouraging excellence in teaching at the undergraduate level. The Kenan Professors are James Axtell, Professor of History; and Tamara Sonn, Professor of Religion.

International Studies

PROFESSOR Reiss (Dean of International Affairs). ASSOCIATE PROFESSOR Stock (Associate Dean of International Affairs). GURU Ghosh (Director of Global Education).

The curriculum of the Faculty of Arts and Sciences provides for interdisciplinary concentrations in International Studies which include two established programs: Area Studies, focusing on the culture, history, languages, literature, politics and religions of major world regions; and International Relations, the study of economic, historic, and political relations of nation-states. The Area Studies programs (INTL) include African Studies, East Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, and Russian Studies.

The Wendy and Emery Reves Center for International Studies coordinates and supervises the International Studies degree programs, administers and subsidizes study abroad, and sponsors lectures, workshops, conferences, and symposia for William and Mary students and faculty.

In general, a concentration in International Studies includes courses from at least three departments. Detailed descriptions of the degree programs are provided below. Additional information about courses, prospective faculty advisors, and requirements is available at the Reves Center for International Studies and on the Center's web site (www.wm.edu/academics/reves).

Language Requirement. Degrees in International Studies include a modern foreign language component which exceeds the College's proficiency requirement. Students in Area Studies meet the requirement by completing Lines 6 and 7 of the Area Studies requirements. Students in International Relations must either (1) complete three courses beyond the 202-level in at least one modern language or (2) achieve 202-level proficiency in two modern languages and complete one course beyond the 202 level in one of those languages.

Concentration Writing Requirement (CWR). The concentration writing may be satisfied by (1) fulfilling the concentration writing requirement for a department contributing courses to your degree program or (2) completing a writing project designed to meet the CWR with special permission from a faculty member. The CWR must be completed in the English language.

Concentration Computer Proficiency Requirement (CCR). International Relations and International Studies concentrators may satisfy the computing proficiency General Education Requirement (GER) by (1) fulfilling the computing requirement for a department that offers a course in the student's area of concentration or (2) completing Computer Science 131 or higher.

Study Abroad. Students are strongly encouraged to seek overseas opportunities which complement their International Studies concentration. With prior approval, most courses taken abroad may be applied to concentration or other requirements. Contact the Global Exchange office at the Reves Center for more information at 221-3594 or visit the Reves Center website.

Concentration Declaration. A prospective concentrator in International Studies formulates a program in consultation with a faculty advisor in the area of concentration. Students declaring a concentration in International Relations or Area Studies are required to submit to the Reves Center a Declaration of Concentration form and a degree audit report (DAR) or grade report. Area Studies concentrators must also submit a completed course list indicating how and when concentration requirements will be met. The application for concentration must be submitted to the Reves Center before the beginning of pre-registration for the first semester of the student's senior year. Potential concentrators should meet with an advisor at the Reves Center or a concentration faculty advisor. Students planning to study abroad should declare a concentration as soon as they are eligible.

Minors. In International Studies students may complete a minor in African Studies, East Asian Studies, International Relations, Japanese Studies, Latin American Studies, Middle Eastern Studies, or Russian Studies.

Description of Courses

With the exception of Independent Study, special topics courses, internships and Senior Honors (see below), courses for an International Studies or International Relations concentration are selected from those available in the curricula of the various departments and schools. Course descriptions appear elsewhere in the catalog.

International Relations (INRL)

390. Topics in International Relations.

Fall or Spring (3) Staff.

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

391. Short Course in International Relations.*Fall or Spring (1) Staff.*

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

480. Independent Study in International Relations.*Fall and Spring (3,3) Staff.*

For concentrators who have completed most of their concentration requirements and who have secured approval from the Dean of International Affairs and a supervising instructor. An International Studies or International Relations concentration can include no more than six hours of independent study. These courses may be repeated for credit, if the topic varies. Approval of the Dean of International Affairs is required prior to enrollment; forms for this purpose are available at the Reves Center or may be downloaded from the Center's web site.

495-496. Senior Honors in International Relations.*Fall, Spring (3,3) Staff.*

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Reves Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in International Relations or International Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Reves Center.

Students admitted into the Senior Honors program in International Studies or International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of concentration honors elsewhere in this catalog and the Charles Center or Reves Center web sites.

498. Internship.*Fall and Spring (credits to be arranged) Staff.*

An internship offers international work experience while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member.

International Studies (INTL)

310. Africa: History, Politics and Culture.*Fall and Spring (3,3) Ndegwa.*

An interdisciplinary introduction to African traditions, institutions, and thought systems on both sides of the Sahara. Primary texts and films will be used to illuminate the continent's panoramic oral and literate traditions in the appropriate regional and historical contexts.

390. Topics in International Studies.*Fall or Spring (3) Staff.*

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

391. Short Course in International Studies.*Fall or Spring (1) Staff.*

Selected topics in International Studies or International Relations are offered occasionally. The topic to be considered will be announced prior to the beginning of the semester. These courses may be repeated for credit.

480. Independent Study in International Studies.*Fall and Spring (3,3) Staff.*

For concentrators who have completed most of their concentration requirements and who have secured approval from the Dean of International Affairs and a supervising instructor. An International Studies or

International Relations concentration can include no more than six hours of independent study. These courses may be repeated for credit, if the topic varies. Approval of the Dean of International Affairs is required prior to enrollment; forms for this purpose are available at the Reves Center or may be downloaded from the Center's web site (www.wm.edu/academics/reves).

†495-496. **Senior Honors in International Studies.**

Fall, Spring (3,3) Staff.

Students who wish to conduct an honors project must apply for admission to the Senior Honors program. As part of the application, students must submit a prospectus to the Reves Center by the end of classes in the academic semester before the project is to begin. A prospectus includes: (1) a clear statement of the problem to be researched; (2) a brief, critical review of scholarly literature on the research topic; (3) a description of the methodology to be employed; (4) and an approximate schedule of work. Eligible applicants must carry a 3.2 grade point average in International Relations or International Studies and must also meet the College eligibility standard of 3.0 overall or in their junior year. For further information and an application, contact the Reves Center.

Students admitted into the Senior Honors program in International Studies or International Relations will enroll in these courses during both semesters of their senior year. Honors candidates are responsible for (1) formulating and completing a program of study in consultation with a faculty advisor; (2) preparation and presentation, by two weeks before the last day of classes in the spring semester, of an honors essay; and (3) satisfactory performance in a comprehensive oral examination which focuses on the subject matter of the honors essay. For College provisions governing admission to the Senior Honors program, see the discussion of concentration honors elsewhere in this catalog and the Charles Center or Reves Center web sites.

498. Internship.

Fall and Spring (credits to be arranged) Staff.

An internship offers international work experience while providing opportunities to apply and develop ideas, languages and research techniques outside the classroom. Internships must be developed in cooperation with an on-site internship supervisor and a sponsoring William and Mary faculty member.

Description of Concentrations

INTERNATIONAL RELATIONS (INRL)

The International Relations concentration requires a minimum of thirty hours selected from the options listed under Parts A, B, C, and D below. No more than 18 hours can be from any one discipline. In choosing courses from Parts B, C, and D, students are encouraged to work with their advisors to achieve an appropriate degree of substantive coherence across disciplines and analytical approaches. For example, a student might combine History 142 (Survey of East Asian Civilization) in Part B with Anthropology 340 (Peoples and Cultures of Southeast Asia) under Part D. Such choices should also be taken into consideration by the student in selecting the language(s) used to fulfill the language co-requisite of this concentration.

Part A: Core Curriculum in International Relations (all four courses required)

Govt 204, Introduction to International Relations

Govt 328, International Political Economy

Govt 329, International Security

Econ 375, Introduction to International Economics

(NB: This course has Econ 101 and 102 as prerequisites.)

Part B: Elective from History (one course)

Hist 192, Global History, 1500-present

Hist 142, Survey of East Asian Civilization, 1600-present

Hist 243, Europe Since 1945

Hist 182, African History, 1800-present

Hist 132, Survey of Latin American History, 1824-present

Hist 172, Modern Middle East, 1800-present

Part C: Electives from Government and Economics (two courses)

Govt 312, Politics of Developing Countries

Govt 325, International Organization

Govt 326, International Law

Govt 327, Intermediate International Relations Theory

Govt 482, Geostrategic Thought

Econ 382, Comparative Economics

Econ 383, Development Economics
 Econ 474, International Economic Integration
 Econ 475, International Trade Theory and Policy
 Econ 476, International Finance and Open Economy Macroeconomics

Part D: Additional Electives

Students will take nine additional hours from among the following courses, subject to the constraint that no more than 18 hours from Parts A, B, C, and D can be from any one department.

Anth 335, Peoples and Cultures of Africa
 Anth 338, Native Cultures of Latin America
 Anth 340, Peoples and Cultures of Southeast Asia
 Anth 342, Peoples and Cultures of East Asia
 Anth 346, Peoples and Cultures of South Asia
 Anth 475, Globalization, Democratization and Neo-nationalisms
 Anth 476, National Formations and Postcolonial Identities
 Bus 417, International Banking and Trade Financing
 Econ 382, Comparative Economics
 Econ 383, Development Economics
 Econ 474, Seminar in International Economic Integration
 Econ 475, International Trade Theory and Policy
 Econ 476, International Finance and Open Economy Macroeconomics
 Econ 480, East Asian Economic Development
 Econ 484, Topics in Economic Development
 Govt 312, Politics of Developing Countries
 Govt 324, U. S. Foreign Policy
 Govt 325, International Organization
 Govt 326, International Law
 Govt 327, Intermediate International Relations Theory
 Govt 330, Politics of European Cooperation
 Govt 391, Topics (where relevant)
 Govt 417, International Relations of South Asia
 Govt 433, Theories of the International System
 Govt 436, International Relations of East Asia
 Govt 482, Geostrategic Thought
 Hist 141, Survey of East Asian Civilization [to 1600]
 Hist 142, Survey of East Asian Civilization [1600 to present]
 Hist 241, European History, 1815-1914
 Hist 242, European History, 1914-1945
 Hist 243, Europe Since 1945
 Hist 182, African History
 Hist 131, Survey of Latin American History [to 1824]
 Hist 132, Survey of Latin American History [1824 to present]
 Hist 330, American and China: US-China Relations Since 1784
 Hist 433, History of American Foreign Policy
 Hist 434, History of American Foreign Policy
 Hist 431, United States Immigration History
 Hist 435, America and Vietnam
 Hist 172, Modern Middle East
 Hist 333, The Caribbean
 Hist 436, American Foreign Policy in the Cold War
 Hist 490, Topics in History (where relevant)
 Inrl 390, Topics
 Inrl 480, Independent Study
 Inrl 495-96, Senior Honors
 Rel 323, Warfare and Ethics
 Soc 354, Globalization and International Development

Language Co-Requisite

Each student must either

- a) complete three courses beyond the 202 level in one modern language or
- b) achieve a 202 level proficiency in two modern languages and take one course beyond the 202 level in one of those languages.

AREA STUDIES (INTL)

Area Studies concentrators must complete courses from eleven “lines” of a menu system, where each line includes one or more courses. Thirty-three credit hours in these courses are required for the concentration

African Studies

The concentration in African Studies features an in-depth interdisciplinary study of African history, culture, literature, economics and politics. This concentration aims to prepare graduates for advanced study in various fields, and for careers with international organizations or African institutions.

Lines 1, 2, 3, 4 and 5. Core courses (required)

Anth	335:	Peoples and Cultures of Africa
Govt	337:	Politics in Africa
Hist	308:	Africa since 1800 A.D.
Rel	212:	Introduction to Islam
Intl	390:	Topics (Introduction to Africa and African Studies)

Lines 6 and 7. African Culture (choose two)

Anth	320:	Rise and Fall of Civilizations
Anth	334:	African Cultural Economies
Anth	336:	African Ritual and Religious Practice
Anth	361:	Globalization, Democratization and Neo-nationalisms
Anth	429:	Exploring the Afro-American Past
Anth	482:	Arts of the African Diaspora
Arab	309:	Survey of Arabic Literature in Translation
Arab	310:	Topics in Modern Arabic Literature in Translation
Fren	385:	African Literature in French
Fren	386:	African Literature in Translation
Fren	151:	African Legends, French History
LCST	401:	African Cinema
Mus 241/Anth 241:		Worlds of Music
Rel	368:	Islam in North Africa

Lines 8 and 9. African History, Politics and Economics (choose two)

Econ	383:	Survey of Development Economics (Econ 101/151, 102/152)
Govt	491:	Politics of Development (African topics only)
Hist	181:	Africa to 1800 A.D.
Hist	470:	Disease, Medicine, and Society in Africa
Hist	326:	Ethnicity and State in the Context of Africa
Hist	488C:	Gender and Change in Modern Africa
Hist	490C:	Topics in History (African topics only)

Line 10. Seminars and Colloquia on Africa (choose one)

Anth	150:	Freshman Seminar (African topics only)
Econ	300:	Topics in Economics (Econ 101/151, 102/152; African topics only)
Fren	450:	Senior Seminar in Francophone African Literature
Govt	150:	Freshman Seminar (African topics only)
Hist	488C:	Gender and Change in Modern Africa
Hist	490C:	Topics in History (African topics only)
Intl	390:	Topics in International Studies (African topics only)
Rel	490:	Seminar in the Study of Religion (African topics only)

Line 11. Senior paper (choose one)

Intl	480:	Independent Study (African topics only)
Intl	495/496:	Senior Honors (African topics only)

East Asian Studies

East Asian Studies is an interdisciplinary concentration which integrates several academic disciplines—anthropology, economics, art history, government, history, language and literature, philosophy and religion—in the study of a major world region. China, Korea, Japan, and Vietnam are the contemporary nations of East Asia. Note that the language requirement must be met in Chinese or Japanese.

Lines 1, 2, 3, 4 and 5. Core Courses (required)

Hist	141:	Survey of East Asian Civilization to 1600
Hist	142:	Survey of East Asian Civilization since 1600
Anth	342:	Peoples and Cultures of East Asia

- Govt 336: Governments and Politics of China and Japan
 Rel 313: History of Religion in East Asia
- Lines 6 and 7. Advanced Language Courses (choose two)
- Chi 300: Chinese Studies in Beijing Program (Chi 202 and acceptance by selection committee)
 Chi 301: Upper-Intermediate Chinese I (Chi 202 or permission of instructor)
 Chi 302: Upper-Intermediate Chinese II (Chi 301 or permission of instructor)
 Chi 303: Topics in Chinese Language, Civilization or Literature (Chi 202 and acceptance by selection committee)
 Chi 316: Women in Chinese Literature
 Chi 401: Advanced Chinese I
 Chi 402: Advanced Chinese II
 Chi 410: Advanced Topics in Chinese Language, Civilization or Literature (Chi 302 or 303)
 Chi 411: Independent Study (Chi 302 or 303 and permission of instructor)
- Jpn 301: Advanced Japanese I (Jpn 202 or permission of instructor)
 Jpn 302: Advanced Japanese I (Jpn 301 or permission of instructor)
 Jpn 305: Directed Readings in Japanese Literature
 Jpn 401: Advanced Japanese II (Jpn 302 or permission of instructor)
 Jpn 402: Advanced Japanese II (Jpn 401 or permission of instructor)
 Jpn 411: Independent Study (permission of instructor)
- Line 8. Literature in Translation (choose one)
- Chi 150: Freshman Seminar (East Asian topics only)
 Chi 309: Survey of Chinese Literature in English
 Chi 312: Special Issues in Chinese Poetic Tradition
 Chi 322: Twentieth Century Chinese Literature (in English translation)
 Jpn 150: Freshman Seminar (East Asian topics only)
 Jpn 309: Survey of Japanese Literature in English
 Jpn 310: Twentieth Century Japanese Literature (in English translation)
 Jpn 314: Literary Currents in Early Modern Japan: 1650-1850
- Line 9. Humanities (choose one)
- Arth 393: The Art of China (Arth 251)
 Arth 394: The Art of Japan (Arth 251)
 Phil 324: Classical Chinese Philosophy (Phil 201 or Phil 150W and one other course in Philosophy or permission of instructor)
 Rel 307: Topics in Religion (East Asian topics only)
 Rel 312: Buddhism
 Rel 414: Buddhism in the Modern World (Rel 312 or permission of instructor)
- Lines 10 and 11. Electives (choose two)
- Anth 347: Japanese Society
 Anth 348: Japanese Values through Literature and Film
 Anth 349: Contemporary Issues in Japanese Society
 Anth 350: Special Topics in Anthropology (East Asian topics only)
 Anth 460: Independent Study (East Asian topics only; permission of instructor)
 Chi 150: Freshman Seminar (East Asian topics only)
 Chi 303: Topics in Chinese Language, Civilization or Literature (Chi 202 and acceptance by selection committee)
 Chi 309: Survey of Chinese Literature in English
 Chi 312: Special Issues in Chinese Poetic Tradition
 Chi 322: Twentieth Century Chinese Literature (in English translation)
 Chi 410: Advanced Topics in Chinese Language, Civilization or Literature (Chi 302 or 303)
 Chi 411: Independent Study (Chi 302 or 303 and permission of instructor)
 Chi 413: Advanced Topics in Classical Chinese Texts
 Econ 300: Topics in Economics (Econ 101/151, 102/152; East Asian topics only)
 Econ 382: Comparative Economics (Econ 101/151, 102/152)
 Econ 400: Topics in Economics (Econ 303 or 304; East Asian topics only)
 Govt 391: Topics in Government (East Asian topics only)
 Govt 435: Political Economy of the Newly Industrializing Countries (East Asian topics only)
 Govt 436: International Relations of East Asia
 Govt 491: Seminar in Government (East Asian topics only)
 Govt 494: Independent Study (East Asian topics only) (permission of instructor and Chair of Department)

Hist	150:	Freshman Seminar (East Asian topics only)
Hist	211/212:	Topics in History (East Asian topics only)
Hist	265:	Postwar Japan
Hist	328:	Modern Japanese History
Hist	329:	Modern Chinese History
Hist	332:	Modern Korean History
Hist	330:	History of US-China Relations
Hist	467/468:	Independent Study in History (East Asian topics only; permission of instructor)
Hist	490C/491C:	Topics in History (East Asian topics only)
Intl	390:	Topics in International Studies (East Asian topics only)
Intl	480:	Independent Study in International Studies (East Asian topics only)
Intl	495/496:	Senior Honors in International Studies (East Asian topics only)
Intl	498:	Internship (East Asian topics only)
Japn	309:	Survey of Japanese Literature in English
Japn	310:	Twentieth Century Japanese Literature (in English translation)
Japn	314:	Literary Currents in Early Modern Japan: 1650-1850
Japn	411:	Independent Study (permission of instructor)
MLL	360:	Topics in Modern Languages, Literature, and Cultures (East Asian topics only)
Rel	150:	Freshman Seminar (East Asian topics only)
Rel	307:	Topics in Religion (East Asian topics only)
Rel	481/482:	Independent Study in Religion (E Asian topics only; permission of instructor)

East Asian Studies concentrators who wish to minor in Chinese Language and Literature will be allowed to apply up to 12 additional credit hours in Chinese Language and Literature beyond the current 48 credit hours limit in the concentration. This will allow the concentrator to minor in Chinese language with a combined major in East Asian Studies without the need for a petition.

European Studies

A concentration in European studies offers a comprehensive exposure to the historical, cultural, literary, political, and economic dimensions of contemporary Europe. Four courses, or twelve credits, must be in Modern European Literature and Civilization—two courses in each of two European (non-English) languages. All concentrators must take two prerequisite courses, History 101-102, which do not count toward the 33 hours required.

Lines 1 and 2. History and Politics (choose two)

Govt	311:	European Political Systems
Govt	330:	Politics of European Cooperation
Govt	386:	Geography of the European Community
Govt	391:	Topics in Government (European topics only)
Govt	491:	Seminar in Government (European topics only)
Hist	243:	Europe Since 1945
Hist	241:	Recent Europe, 1870-1914
Hist	242:	Recent Europe, 1914-1974
Hist	392:	Intellectual History of Modern Europe

Lines 3 and 4. Politics and Economics (choose two)

Econ	342:	European Economic History (Econ 101/151, 102/152)
Econ	474:	Seminar in International Economic Integration (Econ 304, 375, 475 or permission of instruction)
Govt	311:	European Political Systems
Govt	330:	Politics of European Cooperation
Govt	335:	The Politics of Eastern Europe
Govt	410:	British Government and Politics (Govt 311)

Lines 5, 6, 7 and 8. European Languages and Literatures (choose four)

Two courses in each of two languages; courses must be taught in a foreign language.

Fren	300:	French Studies in the Montpellier Summer Program (Fren 210 and acceptance by Selection Committee)
Fren	305:	Advanced Writing in French (Fren 210)
Fren	306:	Advanced Conversation in French (Fren 210, Fren 206)
Fren	310:	French Cinema Taught in French (Fr 305)
Fren	315:	Introduction to French Literature in French (Fren 305)
Fren	316:	The Middle Ages taught in modern French translation (Fren 315)
Fren	318:	The Renaissance (Fren 315)
Fren	321:	Seventeenth-Century French Literature I(in French)

Fren	322:	Seventeenth-Century French Literature II
Fren	331:	Eighteenth Century French Literature I (in French)
Fren	332:	Eighteenth Century French Literature II (in French)
Fren	341:	The Nineteenth Century: Romanticism (Fren 315)
Fren	342:	The Nineteenth Century: The Novel (Fren 315)
Fren	350:	Modern French Poetry (Fren 301)
Fren	351:	20th Century French Literature (Fren 301)
Fren	352:	20th Century French Literature (Fren 301)
Fren	355:	Contemporary Women Writers in France (Fren 301)
Ger	301:	German Literature from the Beginning to 1700 (Ger 208 or 307)
Ger	302:	German Literature from 1700 to 1832 (Ger 208 or 307)
Ger	303:	German Literature from 1832 to 1945 (Ger 208 or 307)
Ger	305:	Advanced Grammar, Composition and Conversation (Ger 205 or 206)
Ger	307:	The German Speaking Peoples and Their Civilization (Ger 206 or 208)
Ger	308:	Topics in German Civilization (German 307)
Ger	401:	Goethe (German 302)
Ger	402:	German Poetry (German 302 or 303)
Ger	403:	German Drama from Romanticism to 1945 (German 302 or 303)
Ger	404:	20th Century German Literature (German 303)
Ger	405:	20th Century German Women Writers (German 303)
Ger	407:	The German Novelle (German 302, 303 or 308)
Ger	410:	Special Topics in German Literature (One 300-level course in German literature)
Ital	301:	Masterpieces of Italian Literature to the 17th Century (Ital 202)
Ital	302:	Masterpieces of Italian Literature Since the 17th Century (Ital 202 or equivalent, Ital 301 or permission of instructor)
Ital	303:	Topics in Italian Language, Civilization or Literature (Ital 202)
Ital	305:	Directed Readings in Italian Literature (Ital 301 and 302 or equivalent)
Ital	306:	Directed Readings in Italian Literature (Ital 301 and 302 or equivalent)
Russ	305:	Directed Readings in Russian Literature (Rus 301 and 302)
Russ	306:	Directed Readings in Russian Literature (Rus 301 and 302)
Russ	310:	Advanced Conversation in Russian (Rus 304)
Russ	320:	Introduction to Russian Culture in Russian (Rus 304)
Russ	330:	Introduction to Russian Literature in Russian
Russ	410:	Seminar in Russian Literature (Rus 302, 308)
HS	301:	Spanish Literature from the Beginnings to 1700
HS	305:	Advanced Composition and Grammar
HS	306:	Advanced Conversation
HS	307:	Cultural History of Spain (HS 301)
HS	308:	Cultural History of Spain (HS 301)
HS	384:	Landscapes of Spain: Real Places, Imagined Spaces (HS 208, 281 or 151)
HS	385:	Modern Spanish Culture: The Politics of Identity (HS 208, 281 or 151)
HS	390:	Topics in Hispanic Studies (Spanish topics only)
HS	402:	Cervantes
HS	403:	Spanish Literature of the Golden Age
HS	412:	Spanish Literature, 1890-1936 (European topics only)
HS	413:	Contemporary Spanish Literature 1936 - Present (European topics only)
HS	482:	Love & Prostitution in Medieval Spain (HS 301)

Lines 9 and 10. Electives (choose two)

Econ	382:	Comparative Economics (Econ 101/151, 102/152)
Eng	352:	20th Century British Literature
Fren	307:	French Civilization I (Fren 305)
Fren	308:	French Civilization II from 1643 to 1900 (Fren 305)
Fren	309:	French Civilization III 20th Century (Fren 305)
Fren	388:	20th Century French Novel and Its Influence in English Translation
Fren	450:	Seminar in French/Francophone Literature, Language or Culture
Ger	406:	History of the German Language (two courses beyond 202 in any foreign language, some background in German and instructor permission recommended)
Govt	305:	Contemporary Political Philosophy
Govt	330:	Politics of European Cooperation
Govt	334:	The Politics of Russia
Govt	335:	Politics of Eastern Europe

Govt	410:	British Government and Politics (Govt 311)
Hist	370:	The History of England
Hist	384:	History of Germany
Hist	386:	History of France, 1800-Present
Hist	486C:	The Making of Modern England
Hist	471C:	Contemporary Russia
Hist	472C:	The Russian Revolution
Intl	390:	Topics in International Studies (European topics only)
Intl	495/496:	Honors in International Studies (European topics only)
Ital	300:	Italian Studies in the Florence Summer Program (acceptance by selection committee)
Ital	307:	Italian Civilization in English
Ital	309:	Dante and the Medieval Tradition
Ital	312:	Italian Renaissance Literature in Translation
Ital	310:	Italian Cinema and Postwar Italian Culture
Mus	387:	Music of the 20th Century (two 4-credit music courses)
Phil	315:	Marxism
Phil	321:	Existentialism (Phil 201 or 150W and one other course in Philosophy)
Rel	330:	Significant Books in Western Religion (European topics only)
Rel	332:	The World of Medieval Christianity
Rel	335:	Modern Religious Thought: The Enlightenment to the Present
Rel	340:	Roman Catholic Thought Since 1800
Russ	320:	Introduction to Russian Culture (Russ 303 or permission of instructor)
Russ	330:	Introduction to Russian Literature (Russ 304 or permission of instructor)
Russ	387:	Nineteenth-Century Russian Literature (in English)
Russ	388:	Twentieth Century Russian Literature (in English)
Russ	390:	Russian Literature Since the Death of Stalin (in English translation)
Russ	396:	Chekhov in English Translation
Russ	397:	Dostoevsky in English Translation
Russ	398:	Tolstoy in English Translation
Russ	402:	Russian Poetry 19th Century to the Present (Russ 303 or 304 or permission of instructor)
Russ	410:	Seminar in Russian Literature (Russ 302)
HS	307:	Cultural History of Spain (HS 301; completion of Hist 101-102 encouraged)
HS	308:	Cultural History of Spain (Previous or current enrollment in HS 301; completion of Hist 101-102 encouraged)

Line 11. Independent Study (required)

Intl	480:	Independent Study (European Topics only)
------	------	--

All concentrators in their senior year must enroll in Intl 480, "Independent Study in International Studies" (or be accepted into Senior Honors INTL 495/496) for the purpose of conducting independent research and writing a senior paper which ties together some of the themes focused upon in the concentration. The CWR is fulfilled automatically when a student completes this independent study.

Latin American Studies

The concentration in Latin American Studies features a detailed examination of the cultural, economic, historical, political and social development of one of the world's most dynamic and diverse regions. The student who specializes in Latin American Studies should be prepared to pursue advanced work in a variety of disciplines such as Anthropology, Economics, Government, History, Spanish, Sociology and Religion.

Lines 1 and 2. Anthropology (choose two)

Anth	314:	Archaeology of Mesoamerica
Anth	330:	Caribbean Cultures
Anth	338:	Native Cultures of Latin America
Anth	364:	Artists and Collectors

Lines 3, 4 and 5. Surveys of History, Politics & Geography (choose three)

Hist	131:	Survey of Latin American History
Hist	132:	Survey of Latin American History
Govt	338:	Latin American Politics and Government
Govt	384:	Geography of Latin America

Line 6. Introduction to Hispanic Studies (choose one)

- HS 280: Introduction to Hispanic Studies (discussion sessions in English)
 HS 281: Introduction to Hispanic Studies (discussion sessions in Spanish)

Lines 7 and 8. Latin American Literature and Culture (choose two)

- HS 303: Latin American Literature of the Colonial Period
 HS 304: Latin American Literature from the Colonial Period to the Present
 HS 311: Cultural History of Latin American from the Colonial Period to the Present
 HS 381: Issues in Mexican Culture: Borders, Markets and Shifting Identities
 HS 383: Issues in Visual Culture
 HS 390: Topics in Hispanic Studies (Latin American topics only)
 HS 417: Hispanic Cinema
 HS 480: Cultures of Dictatorship
 HS 481: Local and Global Issues in 20th Century Poetry
 HS 483: Internship: Interpretation/Translation and the Health Professions
 HS 489: Seminar in Hispanic Studies (Latin American topics only)

Line 9. History (choose one)

- Hist 467: Independent Study in History (Latin American topics only)
 Hist 468: Independent Study in History (Latin American topics only)
 Hist 300: The Caribbean
 Hist 304: Brazil
 Hist 305: History of Mexico
 Hist 490C: Seminar in History (Latin American topics only)
 Hist 491C: Seminar in History (Latin American topics only)
 Intl 480: Independent Study in International Studies (Latin American topics only)
 Intl 495: Senior Honors in International Studies (Latin American topics only)
 Intl 496: Senior Honors in International Studies (Latin American topics only)

Line 10. Anthropology and Sociology (choose one)

- Anth 225: Archaeological Field Methods (Latin American topics only)
 Anth 320: The Rise and Fall of Civilizations
 Anth 338: Native Cultures of Latin America
 Anth 350: National Formations and Postcolonial Identities
 Anth 429/529: Exploring the Afro-American Past (Latin American topics only)
 Anth 482: Arts of the African Diaspora (Latin American topics only)
 Intl 390: Topics in International Studies (Latin American topics only)
 Intl 480: Independent Study in International Studies (Latin American topics only)
 Intl 495: Senior Honors in International Studies (Latin American topics only)
 Intl 496: Senior Honors in International Studies (Latin American topics only)
 Rel 340: Roman Catholic Thought Since 1800
 Soc 319: Population Problems
 Soc 354: Globalization and International Development
 Soc 413: Urban Sociology
 Soc 416: Revolution and Social Conflict

Line 11: Electives (choose one)

- Anth 225: Archaeological Field Methods (Latin American topics only)
 Anth 320: The Rise and Fall of Civilizations
 Anth 338: Native Cultures of Latin America
 Anth 350: National Formations and Postcolonial Identities
 Anth 364: Artists and Collectors
 Anth 429/529: Exploring the Afro-American Past (Latin American topics only)
 Anth 482: Arts of the African Diaspora (Latin American topics only)
 Econ 300: Topics in Economics (Econ 101/151, 102/152; Latin American topics only)
 Econ 355: Population Economics Seminar
 Econ 382: Comparative Economics (Econ 101/151, 102/152)
 Econ 383: Survey of Development Economics
 Econ 400: Topics in Economics (Econ 303 or 304; Latin American topics only)
 Econ 484: Development Economics (Econ 303 or 304)
 Govt 312: Politics of Developing Countries
 Govt 328: International Political Economy
 Govt 384: The Geography of Latin America and the Caribbean
 Govt 391: Topics in Government (Latin American topics only)
 Govt 416: Revolution and Politics
 Govt 491: Seminar in Government (Latin American topics only)
 Hist 467: Independent Study in History (Latin American topics only)

Hist	468:	Independent Study in History (Latin American topics only)
Hist	300:	The Caribbean
Hist	304:	Brazil
Hist	305:	History of Mexico
Hist	490C:	Seminar in History (Latin American topics only)
Hist	491C:	Seminar in History (Latin American topics only)
Intl	390:	Topics in International Studies (Latin American topics only)
Intl	480:	Independent Study in International Studies (Latin American topics only)
Intl	495:	Senior Honors in International Studies (Latin American topics only)
Intl	496:	Senior Honors in International Studies (Latin American topics only)
Intl	498:	Internship
Rel	340:	Roman Catholic Thought Since 1800
Soc	319:	Population Problems
Soc	354:	Globalization and International Development
Soc	413:	Urban Sociology
Soc	416:	Revolution and Social Conflict

Middle Eastern Studies

A concentration in Middle Eastern Studies provides interdisciplinary exposure to the diverse Middle East through the study of religion, history, politics, literature, fine arts, archaeology, and the primary language of the region, Arabic. Students concentrating in Middle Eastern Studies must complete a minimum of thirty-three (33) credit hours. Students are advised to register for cross-listed courses in such a way as to avoid having more than half of the concentration courses in any one department. The language requirement is met by completing two semesters of Arabic beyond the 202 level.

Lines 1, 2, 3 and 4. History, Religion, and Politics (required)

Govt	339:	Middle Eastern Political Systems
Hist	171:	The Modern Middle East I (1516-17798)
Hist	172:	The Modern Middle East II (1798-present)
Rel	212:	Introduction to Islam

Lines 5 and 6. Arabic language (choose two)

Arab	301:	Advanced Arabic I: Introduction to Arabic Literature and Society
Arab	302:	Advanced Arabic II: Introduction to Arabic Literature and Society
Arab	305:	Directed Readings in Arabic
Arab	306:	Directed Readings in Arabic
Arab	411:	Independent Study in Arabic

Line 7. Literature and Culture (choose one)

Anth	150:	Freshman Seminar: Traditional Middle Eastern Societies
Arab	309:	Survey of Arabic Literature in Translation
Arab	310:	Topics in Modern Arabic Literature in Translation
Arab	411:	Independent Study in Arabic
Mus	365:	Topics in Music: Middle East (two 4-credit music courses or permission of instructor)
Rel	365:	Early Islamic Art (Rel 300 or permission of instructor)
Rel	366:	Later Islamic Art, 1258-1800 (Rel 300 or Rel 365 or permission of instructor)

Line 8. History and Culture (choose one)

Anth	150:	Freshman Seminar: Traditional Middle Eastern Societies
Anth	350:	Topics in Anthropology (Middle Eastern topics only)
/Rel	368:	Islam in North Africa
Hist	490C/Rel 344:	The Arabs in Islamic History
Hist	490C/Rel 344:	Seminar in History (Middle Eastern topics only)
Hist	490/491:	Topics in History (Middle Eastern topics only)

Line 9. Humanities (choose one)

Anth	150:	Freshman Seminar: Traditional Middle Eastern Societies
Arab	150:	Freshman Seminar
Arab	309:	Survey of Arabic Literature in Translation
Arab	310:	Topics in Modern Arabic Literature in Translation
/Rel	368:	Islam in North Africa
Hist	490C/Rel 344:	The Arabs in Islamic History
Hist	490C/Rel 344:	Seminar in History (Middle Eastern topics only)
Hist	490/491:	Topics in History (Middle Eastern topics only)
Intl	390:	Topics in International Studies (Middle Eastern topics only)
Intl	480:	Independent Study in International Studies (Middle Eastern topics only)

Lines 10 and 11. Electives (choose two)

Anth	150:	Freshman Seminar: Traditional Middle Eastern Societies
Anth	319:	Archaeology of the Near East
Anth	350:	Topics in Anthropology (Middle Eastern topics only)
Arab	150:	Freshman Seminar
Arab	309:	Survey of Arabic Literature in Translation
Arab	310:	Topics in Modern Arabic Literature in Translation
Arab	411:	Independent Study
Govt	312:	Politics of Developing Countries
Govt	391:	Topics in Government (Middle Eastern topics only)
Govt	491:	Seminar in Government (Middle Eastern topics only)
Hist	490C	Seminar in History (Middle Eastern topics only)
Hist	491C:	Seminar in History (Middle Eastern topics only)
Hist	490:	Topics in History (Middle Eastern topics only)
Hist	491:	Topics in History (Middle Eastern topics only)
Intl	390:	Topics in International Studies (Middle Eastern topics only)
Intl	480:	Independent Study in International Studies
Intl	495/496:	Senior Honors in International Studies (Middle Eastern topics only)
Intl	498:	Internship
Mus	365:	Topics in Music: Middle East (two 4-credit music courses or permission of instructor)
Rel	303:	Introduction to the History of Jewish Thought
Rel	317:	Women in Islam: Tradition and Change
Rel	318:	Islam in the Modern World
Rel	343:	Religion and Politics in the City: Jerusalem
Rel 344/Hist	490C:	The Arabs in Islamic History
Rel	365:	Early Islamic Art (Rel 300, Arth 201 or permission of instructor)
Rel	366:	Later Islamic Art 1258-1800 (Rel 300, 365 or permission of instructor)
Rel 368/Hist	353:	Islam in North Africa (Rel 300, Hist 307 or permission of instructor)

Russian Studies

The concentration in Russian Studies offers exposure to the diverse literature, history, politics, and economics of Russia and the former Soviet Union and examines the rapid changes reshaping this major world region.

Lines 1 & 2. Russian Language (choose two)

Rus	300:	Russian Study Abroad
Rus	303:	Advanced Russian: Conversation, Composition, Reading I (Rus 202 or permission of instructor)
Rus	304:	Advanced Russian: Conversation, Composition, Reading II (Rus 303 or permission of instructor)

Lines 3 & 4. Literature & Culture in Russian (choose two)

Rus	305:	Directed Readings in Russian Literature
Rus	306:	Directed Readings in Russian Literature
Rus	310:	Advanced Conversation
Rus	320:	Russian Cultural History
Rus	330:	Survey of Russian Literature
Rus	350:	Topics in Russian Literature
Rus	402:	Russian Poetry
Rus	410:	Seminar in Russian Literature

Lines 5 & 6. Literature & Culture in Translation (choose two)

Rus	250:	Russian Myths and Legends
Rus	280:	Russian Cinema
Rus	305:	Directed Readings in Russian Literature
Rus	306:	Directed Readings in Russian Literature
Rus	308:	Topics in Russian Literature and Culture (in English)
Rus	309:	Topics in Russian Cinema (in English)
Rus	387:	Nineteenth-Century Russian Literature (in English)
Rus	388:	Twentieth-Century Russian Literature (in English)
Rus	390:	Russian Literature Since the Death of Stalin (in English)
Rus	396:	Major Works of Chekhov (in English)
Rus	397:	Major Works of Dostoevsky (in English)
Rus	398:	Major Works of Tolstoy (in English)
Rus	411:	Independent Study

Lines 7 & 8. Russian History (choose two)

- Hist 377: The History of Russia to the late 19th Century
- Hist 378: The History of Russia from the late 19th Century to present
- Hist 471C: Contemporary Russia 1953 to present
- Hist 472C: The Russian Revolution

Lines 9 & 10. Government and Economics (choose two)

- Econ 382: Comparative Economic Systems (Econ 101/151, 102/152)
- Govt 150: Freshman Seminar (Russian topics only)
- Govt 334: The Politics of Russia
- Govt 335: The Politics of Eastern Europe
- Govt 391: Topics in Government (Russian topics only)
- Govt 491: Seminar in Government (Russian topics only)
- Intl 390: Topics in International Studies (Russian topics only)
- Intl 480: Independent Study in International Studies (Russian topics only)
- Intl 495: Senior Honors in International Studies (Russian topics only)
- Intl 496: Senior Honors in International Studies (Russian topics only)

Line 11. Electives (choose one)

- Govt 150: Freshman Seminar (Russian or East European topics only)
- Hist 150: Freshman Seminar (Russian or East European topics only)
- Rus 150: Freshman Seminar

A course from any of the above lines that is taken but not needed to fulfill that line requirement may serve as an elective.

Description of Minors

MINOR IN INTERNATIONAL RELATIONS

A minor in International Relations requires a minimum of eighteen hours selected from the options listed under Parts A, B, and C below.

Part A: Core Courses (Govt 323 plus three others required)

- Govt204, Introduction to International Relations
 - Govt325, International Organization
 - Govt326, International Law
 - Govt327, Intermediate International Relations Theory
 - Govt328, International Political Economy
 - Govt329, International Security
 - Econ375, Introduction to International Economics
- (NB: This course has as prerequisites Econ 101 and 102.)

Part B: Elective from History (one course)

- Hist192, Global History, 1500-present
- Hist142, Survey of East Asian Civilization, 1600-present
- Hist243, Europe Since 1945
- Hist182, African History, 1800-present
- Hist132, Survey of Latin American History, 1824-present
- Hist172, Modern Middle East, 1800-present

Part C: Elective from Economics (one course)

- Econ375, Introduction to International Economics
- Econ382, Comparative Economics
- Econ383, Development Economics
- Econ474, International Economic Integration
- Econ475, International Trade Theory and Policy
- Econ476, International Finance and Open Economy Macroeconomics

MINORS IN AREA STUDIES

Minor in African Studies

The African Studies minor is designed to introduce students to the history, culture, and political economy of Africa. The program emphasizes an interdisciplinary approach to the study of unity and diversity among

major African cultural and intellectual traditions. Courses in Arabic, French and Portuguese are highly recommended.

Lines 1, 2 and 3. Required courses

Anth	335:	Peoples and Cultures of Africa
Govt	337:	Politics in Africa
Hist	182:	African History

Lines 4, 5 and 6. (choose three)

Anth	150:	Freshman Seminar (African topics only)
Anth	336:	Culture and Tradition in Pre-Colonial Africa
Anth	417:	Special topics in Anthropology (African topics only)
Econ	383:	Survey of Development Economics (Econ 101/151, Econ 102/152)
Eng	405:	Descriptive Linguistics (African topics only)
Eng	406:	Language and Society (African topics only)
Fren	150:	Freshman Seminar (African topics only)
Fren	385:	Francophone African Theatre I (Fren 301)
Fren	386:	Francophone African Theatre II (Fren 301)
Fren	450:	Seminar in French/Francophone Literature (at least 9 hours of 300 or 400 literature courses. Courses may be repeated for credit if topics vary.)
Govt	150:	Freshman Seminar (African topics only)
Govt	390:	Topics in Government (African topics only)
Govt	491:	Seminar in Government (African topics only)
Hist	181:	African History
Hist	470C:	Disease, Medicine, and Society in Africa
Hist	326:	Ethnicity and State in the African Context
Hist	488C:	Gender and Change in Modern Africa
Hist	490:	Topics in History (African topics only)
Intl	480:	Independent Study (African topics only)
Rel	212:	Introduction to Islam
Rel	368:	Islam and North Africa (Rel 300 and Hist 307 or permission of instructor)

Minor in East Asian Studies

An interdisciplinary minor in East Asian Studies requires 18 credit hours, distributed among at least three departments. History 205 and 206 are required. Twelve additional credit hours must be selected from the list of electives below.

Lines 1 and 2. (required)

Hist	141:	Survey of East Asian Civilization to 1600
Hist	142:	Survey of East Asian Civilization since 1600

Lines 3, 4, 5 and 6. (choose four)

Anth	342:	Peoples and Cultures of East Asia
Anth	347:	Japanese Society
Anth	348:	Japanese Values through Literature and Film
Anth	349:	Contemporary Issues in Japanese Society
Anth	350:	Special Topics in Anthropology (East Asian topics only)
Anth	460:	Independent Study (East Asian topics only; permission of instructor)
Arth	393:	The Art of China (Arth 251)
Arth	394:	The Art of Japan (Arth 251)
Chi	150:	Freshman Seminar (East Asian Topics only)
Chi	300:	Chinese Studies in Beijing Program (Chi 202 and acceptance by selection committee)
Chi	301:	Advanced Chinese (Chi 202 or permission of instructor)
Chi	302:	Advanced Chinese (Chi 301 or permission of instructor)
Chi	303:	Topics in Chinese Language, Civilization or Literature (Chi 202 and acceptance by selection committee)
Chi	309:	Survey of Chinese Literature in English
Chi	312:	Special Issues in Chinese Poetic Tradition
Chi	316:	Women in Chinese Literature
Chi	322:	Twentieth Century Chinese Literature (in English translation)
Chi	410:	Advanced Topics in Chinese Language, Civilization or Literature (Chi 302 or 303)
Chi	411:	Independent Study (Chi 302 or 303 and permission of instructor)
Chi	413:	Advanced Topics in Classical Chinese Texts
Econ	300:	Topics in Economics (Econ 101/151, Econ 102/152; East Asian topics only)

Econ	382:	Comparative Economics (Econ 101/151, Econ 102/152)
Econ	400:	Topics in Economics (Econ 303 or Econ 304; East Asian topics only)
Govt	336:	Governments and Politics of China and Japan
Govt	391:	Topics in Government (East Asian topics only)
Govt	436:	International Relations of East Asia
Govt	491:	Seminar in Government (East Asian topics only)
Govt	494:	Independent Study (East Asian topics only)
Hist	150:	Freshman Seminar (East Asian topics only)
Hist	211/212:	Topics in History (East Asian topics only)
Hist	467/468:	Independent Study in History (East Asian topics only; permission of instructor)
Hist	341:	Modern Japanese History
Hist	342:	Modern Chinese History
Hist	332:	Modern Korean History
Hist	330:	History of US-China Relations
Hist	490C/491C:	Topics in History (East Asian topics only)
Intl	480:	Independent Study in International Studies (East Asian topics only)
Intl	495/496:	Senior Honors in International Studies (East Asian topics only)
Japn	150	Freshman Seminar (East Asian topics only)
Japn	301:	Advanced Japanese I (Japn 202 or permission of instructor)
Japn	302:	Advanced Japanese I (Japn 301 or permission of instructor)
Japn	305:	Directed Readings in Japanese Literature
Japn	309:	Survey of Japanese Literature in English
Japn	310:	Twentieth Century Japanese Literature (in English translation)
Japn	314:	Literary Currents in Early Modern Japan: 1650-1850
Japn	401:	Advanced Japanese II (Japn 302 and permission of instructor)
Japn	402:	Advanced Japanese II (Japn 401 and permission of instructor)
Japn	411:	Independent Study (permission of instructor)
Mll	360:	Topics in Modern Languages, Literature, and Cultures (East Asian topics only)
Phil	324:	Classical Chinese Philosophy
Phil	327:	Contemporary Japanese Philosophy
Rel	150:	Freshman Seminar (East Asian topics only)
Rel	307:	Topics in Religion (East Asian topics only)
Rel	312:	Buddhism
Rel	314:	Taoism
Rel	313:	History of Religion in East Asia
Rel	414:	Buddhism in the Modern World (Rel 312 or permission of instructor)
Rel	481/482:	Independent Study in Religion (East Asian topics only)

Minor in Japanese Studies

Lines 1 and 2 Core courses (required)

Japn	301:	Advanced Japanese I (Japn 202 or permission of instructor)
Japn	302:	Advanced Japanese I (Japn 301 or permission of instructor)

Line 3 Advanced Language and Literature Courses (choose one)

Japn	309:	Survey of Japanese Literature in English
Japn	314:	Literary Currents in Early Modern Japan: 1650-1850
Japn	401:	Advanced Japanese II (Japn 302 or permission of instructor)
Japn	402:	Advanced Japanese II (Japn 401 or permission of instructor)
Japn	411:	Independent Study (permission of instructor)

Line 4 Culture and History (choose one)

Anth	347:	Japanese Society
Anth	348:	Japanese Values through Literature and Film
Anth	349:	Contemporary Issues in Japanese Society
Hist	265:	Postwar Japan
Hist	328:	Modern Japanese History
Hist	490C/491C:	Japan's Economic "Miracle": Historical Roots

Lines 5 and 6 Electives (Choose two)

Anth	347:	Japanese Society
Anth	348:	Japanese Values through Literature and Film
Anth	349:	Contemporary Issues in Japanese Society
Anth	460:	Independent Study (Japanese topics only) (permission of instructor)
Arth	394:	The Art of Japan (Arth 251)

Govt	494:	Independent Study (Japanese topics only)
Hist	265:	Postwar Japan
Hist	467/468:	Independent Study in History (Japanese topics only; permission of instructor)
Hist	328:	Modern Japanese History
Hist	490C/491C:	Japan's Economic "Miracle": Historical Roots
Intl	480:	Independent Study in International Studies (Japanese topics only)
Intl	495/496:	Senior Honors in International Studies (Japanese topics only)
Rel	481/482:	Independent Study in Religion (Japanese topics only; permission of instructor)

Minor in Latin American Studies

An interdisciplinary minor in Latin American Studies requires twenty-one hours selected from the courses listed below. Each course may be used only once. Prerequisites are in parentheses.

Lines 1, 2 and 3. (required)

Govt	338:	Latin American Politics and Government
Hist	131:	Survey of Latin American History
Hist	132:	Survey of Latin American History

Lines 4 and 5. (choose two)

Anth	314:	Archaeology of Mesoamerica
Anth	330:	Caribbean Cultures (Anth 202 recommended)
Anth	338:	Native Cultures of Latin America

Line 6. (choose one)

HS	303:	Latin American Literature of the Colonial Period (HS 151 or 208)
HS	304:	Latin American Literature from the Colonial Period to the Present (HS 151 or 208)

Line 7. (choose one)

HS	303:	Latin American Literature of the Colonial Period (HS 151 or 208)
HS	304:	Latin American Literature from the Colonial Period to the Present (HS 151 or 208)
HS	311:	Cultural History of Latin America from the Colonial Period to the Present (HS 207 or 208)
HS	383:	Issues in Visual Culture
HS	390:	Topics in Latin American Literature (Spanish topics only)
HS	414:	Spanish American Short Story and Novel of the Modern Period
HS	481:	Local and Global Issues in 20th Century Poetry

Minor in Middle East Studies

The minor in Middle Eastern Studies requires six courses (18 credit hours) selected from the courses below. While not required, students are strongly encouraged to take courses in Arabic language. Prerequisites are in parentheses.

Lines 1, 2, 3 and 4. (required)

Rel	212:	Introduction to Islam
Hist	171:	The Modern Middle East I (1516-1798)
Hist	172:	The Modern Middle East II (1798-present)
Govt	339:	Middle Eastern Political Systems

Lines 5 and 6. (choose two)

Anth	150:	Freshman Seminar: Traditional Middle Eastern Societies
Anth	350:	Topics in Anthropology (Middle Eastern topics only)
Arab	150:	Freshman Seminar
Arab	301:	Intro to Arabic Literature/Society
Arab	302:	Intro to Arabic Literature/Society
Arab	309:	Survey of Arabic Literature in Translation
Arab	310:	Topics in Modern Arabic Literature in Translation
Govt	391:	Topics in Government (Middle Eastern topics only)
Govt	491:	Seminar in Government (Middle Eastern topics only)
Hist	490C:	Seminar in History (Middle Eastern topics only)
Hist	491C:	Seminar in History (Middle Eastern topics only)
Hist	490:	Topics: Syria and the Modern Middle East I (1500-1800)
Hist	491:	Topics: Syria and the Modern Middle East II (1800-present)
Inrl	390:	Topics in International Relations (Middle Eastern topics only)
Intl	390:	Topics in International Studies (Middle Eastern topics only)
Mus	365:	Topics in Music: The Middle East (two 4-credit hour Music courses or permission of instructor)

- Rel 317: Women in Islam: Tradition and Change
 Rel 318/Govt 340: Political Theories in Islam (Rel 300 or Gov 339)
 Rel 343: Religion and Politics in the City: Jerusalem
 Rel 344: The Arabs in Islamic History
 Rel 365: Early Islamic Art (Rel 300 or Arth 201 or POI)
 Rel 366: Later Islamic Art (1258-1800) (Rel 300 or 365 or permission of instructor)
 Rel 368: Islam in North Africa (Rel 300 or Hist 307 or permission of instructor)

Minor in Russian Studies

An interdisciplinary minor in Russian Studies requires eighteen hours selected from the courses listed below. Prerequisites are in parentheses.

Lines 1 and 2. (choose two)

- Rus 303: Advanced Russian: Conversation, Composition, Reading I (in Russian; Rus 202 or permission of instructor)
 Rus 304: Advanced Russian: Conversation, Composition, Reading II (in Russian; Rus 202)
 Rus 320: Introduction to Russian Culture

Line 3. (choose one)

- Rus 330: Introduction to Russian Literature
 Rus 387: Russian Literature Survey (in English)
 Rus 388: Russian Literature Survey (in English)

Line 4. (choose one)

- Hist 377: The History of Russia (to 1861)
 Hist 378: The History of Russia (1861 to the present)

Lines 5 and 6. (choose two)

- Econ 382: The Centrally Planned Economy (Econ 101/151, Econ 102/152; Russian topics only)
 Govt 334: The Politics of Russia
 Govt 391: Topics in Government (Russian topics only)
 Govt 491: Seminar in Government (Russian topics only)
 Hist 377: The History of Russia to 1861
 Hist 378: The History of Russia (1861 to the present)
 Hist 471C: Contemporary Russia: Selected Topics
 Hist 472C: The Russian Revolution
 Phil 315: Marxism

Kinesiology

PROFESSOR J. Charles (Chair). ASSOCIATE PROFESSORS Deschenes, Hall, Kambis, Kohl, McCoy and Shirley. ASSISTANT PROFESSOR Haynie. INSTRUCTORS Carter, K. Charles, Drake and Whitley.

Requirements for Concentration

Kinesiology, the study of human movement, prepares students for a wide variety of academic and professional pursuits. Graduates are found in leadership positions in higher education, medicine, physical therapy and other allied health professions, public schools, sport and exercise related fields, the military, business, and law. The concentration requires a minimum of 34 hours (KIN 150, KIN 200 and above) from the core curriculum courses listed below. In addition, four activity classes (KIN 100-149, 151-197) must be completed. The Concentration Writing Requirement in Kinesiology may be satisfied by obtaining a C- or better on the writing grade in KIN 470W/471W, 480W/481W, 493W, 495W or 496W. Concentrators will satisfy the Computing Proficiency Requirement by passing KIN 308 or KIN 394.

Degree of Bachelor of Science

Candidates for the B.S. degree with non-natural science concentrations must complete three additional courses in computer science, mathematics, biology, chemistry, geology or physics. This is in addition to satisfying the GER 1 and 2.

Concentrators must pass the following required courses:

- KIN 308 Biomechanics (pre-requisite Human Anatomy)
- KIN 322 Motor Learning
- KIN 394 Statistics and Evaluation
- KIN 442 Exercise Physiology (pre-requisite Human Physiology)
- KIN 493 Philosophy in Kinesiology
- One concentration writing course
- Four activity courses

These courses, which are the minimum requirement for concentrators, reflect the liberal arts breadth of kinesiology in that they employ perspectives from the humanities, social sciences and exercise sciences to study human movement. It may also be necessary to take other courses from the list below to prepare for specific graduate and professional programs. Students should consult with their concentration advisor and check with the department web page before registering.

The remaining credits in the 34 hours required must be taken from the following list of core courses.

- 150 Freshman Seminar
- 204 Introduction to Kinesiology
- 295 Scientific Principles of Exercise Prescription
- 303 Human Anatomy
- 304 Human Physiology (GER 2B)
- 305 Human Physiology Lab
- 308 Biomechanics of Human Movement
- 310 Adapted Physical Activity
- 320 Issues in Health
- 321 Health and Human Movement
- 322 Motor Learning
- 335 Play, Sport and Culture
- 340 Motor Development (GER 3)
- 350 Science of Nutrition (GER 2B)
- 355 Sport and Gender
- 365 Current Scholarship in Kinesiology
- 394 Statistics and Evaluation (GER 1)
- 400 Sport Psychology (GER 3)
- 420 Mechanics of Human Locomotion
- 422 Motor Control
- 442 Exercise Physiology
- 460 Topics in Kinesiology
- 470/471 Independent Study in Kinesiology
- 480/481 Kinesiology Research
- 482 Research Methods, Design and Implementation
- 485 Cellular and Biochemical Effects of Exercise

- 493 Philosophy in Kinesiology (GER 7)
- 494 Environmental Human Physiology
- 495, 496 Honors
- 498 Internship

These core courses may lead to faculty/student research, independent study and honors projects. Department courses not listed here, which are more technical and professional in nature, may be taken within the limit of the 48 hour rule to complement the core courses, and in some cases, to lead toward certifications.

Activity courses – Four courses must be taken to include at least one course on the list from four of the following six areas: Wellness (1), Lifetime Activities (2), Aquatics – based activities (3), Sports (4), Dance Technique (5) and Outdoor Activities (6). Any activity course can only be counted in one of the above areas. Only Kinesiology concentrators may take up to six activity courses for credit toward graduation. (Note that Wellness is 2 credits, but concentrators may only count up to 6 activity course credits (not 6 courses) toward the 120 hours required for graduation. Consequently, if Wellness is the sixth course, only one of the credits will count toward graduation.)

- | | |
|---|---|
| 100 Wellness (Corequisite 100D) | 145 Folk Dance I2,5 (GER 6) |
| 104 Yoga2 | 146 Artistic Gymnastics I4,5 (GER 6) |
| 105 Judo2,4 * | 147 Golf I2,4 * |
| 106 Taichi2 | 148 Golf II2,4 * |
| 107 Sailing I2,3,4,6 * | 149 Artistic Gymnastics II4,5 (GER 6) |
| 108 Squash2,4 | 151 Folk Dance II (GER 6)2,5 |
| 109 Sailing II2,3,4,6 * | 153 Self-Defense2 * |
| 114 Volleyball2,4 | 154 Kayaking I2,3,6 * |
| 115 Swimming I2,3,4 | 155 Kayaking II2,3,6 * |
| 116 Swimming II2,3,4 | 156 Orienteering |
| 117 Swimming III2,3,4 | 157 Racquetball I2,4 |
| 118 Competitive and Fitness Swimming2,3,4 | 158 Racquetball II2,4 |
| 119 Life Guarding3,4 | 164 Rock Climbing I2,6 * |
| 120 Water Safety Instructor3,4 | 165 Rock Climbing II2,6 * |
| 121 Lifeguard Instructor3,4 | 170 Tennis I2,4 |
| 122 SCUBA2,3,4,6 * | 171 Tennis II2,4 |
| 123 Synchronized Swim I3,4 (GER 6) | 172 Tennis III2,4 |
| 124 Synchronized Swim II3,4 (GER 6) | 174 Triathlon Training2,3,4 |
| 130 Adventure Games 2,6 * | 175 Weight Training2 |
| 131 Adventure Games II2,6 * | 176 Windsurfing2,3,6 |
| 132 Aerobic Exercise to Music2,5 | 177 Winter Camping2,6 |
| 133 Backpacking I2,6 * | 196 Topics in PE (may include Ski Maine2,4,6 *) |
| 134 Backpacking II2,6 * | 197 Adapted Activities |
| 135 Badminton I2,4 | Dance 111, 112 Modern I5 (GER 6) |
| 137 Bowling2,4 * | Dance 211, 212 Modern II5 (GER 6) |
| 138 Canoe Camping2,3,6 * | Dance 213, 214 Ballet5 (GER 6) |
| 139 Flat Water Canoeing2,3,6 * | Dance 216 Jazz5 (GER 6) |
| 140 White Water Canoeing I2,3,6 * | Dance 311, 312 Modern III5 |
| 141 White Water Canoeing II2,3,6 * | Dance 321, 322 Performance Ensemble5 |
| 142 Mountain Biking2,4,6 * | Dance 411, 412 Modern IV5 |
| 143 Cycling2,4,6 * | |
| 144 Square and Line Dance2,5 | |

* There is a fee associated with these classes

Heath and Physical Education Teacher Certification preK-12

The Kinesiology concentration provides the disciplinary basis for the teacher licensure in health and physical education preK-12. Prospective teachers need to fulfill the requirements for a concentration in Kinesiology and complete the additional courses listed below.

KIN 100	Wellness	2
KIN 130	Adventure Games	1
KIN 203	Fundamental Movement Patterns and Progressions	2
KIN 208	Prevention and Care of Injury and Illness	3
KIN 310	Adapted Physical Activity	2
KIN 321	Health and Human Movement	3
KIN 340	Motor Development	3
KIN 345	Laboratory Assessment Techniques	1
KIN 350	Science of Nutrition	3

ED 307	The Schools Practicum	1
ED 310	Social and Philosophical Foundations of American Education	2
ED 435	Teaching Physical Education preK-12	4
ED 493A	Supervised Student Teaching in Elementary Schools	3
ED 493B	Supervised Student Teaching in Secondary Schools	3
ED 499	Seminar in Teaching	2

And, 1 additional KIN activity course (for a total of 5 activity courses) 1

The professional or culminating semester of course work in the preparation program in Heath and Physical Education preK-12 occurs during the spring semester of a student's senior year and includes 12 credit hours of course work. The specific courses taken during the professional semester include ED 435, 493A, 493B, and 499. The first of these courses is a methods course in teaching physical education at elementary and secondary school levels; the second two courses are student teaching at the two school levels, and the fourth is the student teaching seminar. Please contact Ms. Kelly Charles (757) 221-2792 for specific details.

Athletic Training

The Kinesiology concentration provides the disciplinary basis for the Athletic Training Education Program. The Athletic Training Education Program is designed to prepare a student to sit for the NATABOC Certification exam and to pursue a career as an entry-level Certified Athletic Trainer. Completion of the Athletic Training Education Program will earn the student a Bachelor of Science in Kinesiology. Along with the required Kinesiology coursework, the athletic training student should take the following courses:

KIN 100	Wellness	2
KIN 175	Weight Training	1
KIN 208	Prevention and Care of Injury and Illness	3
KIN 210	Assessment and Evaluation of Injury and Illness	3
KIN 211	Athletic Training Clinical Course I	1
KIN 212	Athletic Training Clinical Course II	1
KIN 213	Athletic Training Clinical Course III	1
KIN 214	Athletic Training Clinical Course IV	1
KIN 215	Athletic Training Clinical Course V	1
KIN 311	Physical Modalities	3
KIN 312	Rehabilitation Techniques	3
KIN 313	Athletic Training Management	3
KIN 350	Science of Nutrition	3
KIN 400	Sport Psychology	3

Learning will be facilitated through lecture and laboratories, clinical education, and field experience. Admission to the Athletic Training Education Program is competitive. Students interested in the Athletic Training Education Program should contact Mr. Andy Carter at (757) 221-2790 early in their academic career for admission criteria, technical standards, health requirements, and academic advising.

Requirements For Minor

A minor consists of 21 credits and two activity classes. One course is required from each of the three groups listed below:

Group I:	KIN 150, KIN 204, KIN 493
Group II:	KIN 322, KIN 340, KIN 355, KIN 400
Group III:	KIN/BIO 304, KIN 303/BIO 308

The balance of the 21 hours should be chosen from electives in Kinesiology (KIN 150, KIN 200 and above). Registration preference will only be given to concentrators. The two required activity courses must be from two of the following areas: Wellness, Lifetime Activities, Aquatics, Sports, Dance Technique, or Outdoor Activities.

Activity Classes

To meet the requirements for a Baccalaureate degree, a student must pass two courses in the activity program. To fulfill the physical activity requirement, a student must:

- A. pass two physical activity courses (KIN 150 is NOT an activity course.); or
- B. pass two proficiencies (a proficiency is demonstrated either through successful completion of a proficiency test given by the Department of Kinesiology in September, or by the Dance faculty during

the Student Orientation Program in August, or by a season of participation in a varsity sport) (these carry no credit); or

- C. pass one activity course and one proficiency.

Courses numbered Kin 100-Kin 196 may not be repeated for credit except in exceptional circumstances (only with permission of the department). If students fulfill an activity requirement through a proficiency test they may only take that same activity for course credit at the advanced level. Students may be unable to register for classes they want if they have already fulfilled their requirement through proficiency testing and/or varsity participation. Opportunities to demonstrate skill proficiencies through a proficiency test are offered in the fall of each academic year. It is recommended that a student begin the activity program in the first semester of residence. Up to four activity credits may count toward graduation (six in the case of Kinesiology majors). Proficiencies and varsity participation may not count towards the concentration activity requirement.

Please see associated dance listings on page 291. KIN 123, 124, 145, 146, 149, 151, DANC 111, 112, 211, 212, 213, 214, and 216 carry GER 6 credit.

100. Wellness.

Fall and Spring (2,2) Staff. Corequisite: KIN 100D.

Weekly lectures are designed to acquaint students with the concepts of personal fitness and wellness. Additional weekly lab and discussion sections focus on wellness assessments and discussion of contemporary wellness topics. This course receives one activity credit.

104. Yoga.

Fall and Spring (1,1) Staff.

This course is designed as an introduction to "Iyengar yoga." We focus on developing strength, flexibility, and awareness through practicing postures and breath awareness (adaptable to all somatypes and disabilities).

105. Judo.

Fall and Spring (1,1) Staff.

This course enables the student the opportunity to learn judo principles and be introduced to Olympic sport judo.

106. Tai Chi.

Fall and Spring (1,1) Staff.

Tai chi is a centuries-old Chinese discipline. It emphasizes an awareness of the interdependence of mind and body while enhancing health, self-cultivation and inner calm.

107. Sailing I.

Fall and Spring (1,1) Staff.

This course is designed for the beginner. Knowledge includes rigging and care for the boats on and off the water. Practical experience includes tacking, jibing, points of sail, balance and trim and capsized recovery.

108. Squash.

Fall and Spring (1,1) Staff.

This course is designed to introduce the beginning player to the equipment, court, fundamental strokes and basic strategy of squash.

109. Sailing II.

Fall and Spring (1,1) Staff.

This course develops skills learned in Sailing I and introduces students to the thrills of racing. Experiencing sailing a variety of boats is possible. (Pre-requisite: Sailing I)

114. Volleyball I.

Fall and Spring (1,1) Staff.

Course teaches the fundamental skills of setting, bumping, serving, blocking and spiking, team strategies and actual round robin competition.

115. Swim I.

Fall and Spring (1,1) Staff.

This course is designed for non-swimmers. Content includes physical and mental adjustments, basic water skills, and knowledge to make the person safe in, on and around the water.

116. Swim II.*Fall and Spring (1,1) Staff.*

This course is designed for the individual with limited swimming ability. Students selecting this course must be safe in deep water but need further instruction in strokes and techniques.

117. Swim III.*Fall and Spring (1,1) Staff.*

This course is designed for the individual with strong swimming skills. Stroke technique and refinement of skills will be emphasized.

118. Competitive Swimming for Fitness.*Fall and Spring (1,1) Staff.*

This course is designed to improve student knowledge of competitive swimming techniques and their used to improve individual fitness.

119. Lifeguard Training.*Fall and Spring (1,1) Staff.*

This course provides the opportunity to achieve ARC certification in lifeguarding. Skills and knowledge needed to prevent and respond to aquatic emergencies are emphasized.

120. Water Safety Instructor.*Fall and Spring (1,1) Staff.*

This course offers certification and trains candidates in the ARC Learn to Swim Program, Infant and Preschool Aquatics, Basic Water Safety, Emergency Water Safety, and Water Safety Instructor Aide courses.

121. Lifeguard Instructor.*Fall and Spring (1,1) Staff.*

This course is designed to train instructor candidates to teach Lifeguard Training including First Aid, CPR for the professional rescuer, lifeguard aide and community water safety.

122. SCUBA.*Fall and Spring (1,1) Staff.*

This course is designed as an introduction to scuba diving. By completing all requirements the student will be ready to undertake the open water training dives to achieve certification.

123,124. Synchronized Swimming.*(GER 6) Fall and Spring (1,1) Staff.*

This course is designed to develop the basic skills required for the performance of synchronized Swimming figures and routines. It also will involve the swimmer in creating the choreography of duet and trio routines as well as working as a group to choreograph a team routine, which includes all swimmers in the class. Choreography will include selection and editing of music as well as setting movement to the music selected.

130. Adventure Games.*Fall and Spring (1,1) Staff.*

This class provides a challenging experience through "new games," ropes and initiatives course, climbing, rappelling, prussiking and aerobic games. Emphasis is placed on group cooperation and a willingness to try.

131. Adventure Games II.*Fall and Spring (1,1) Staff. Prerequisite: KIN 130.*

Building on the level I experience students apply their knowledge and skills during a weekend of physically and psychologically challenging activities. Group problem solving and teamwork is emphasized.

132. Aerobic Exercise to Music.*Fall and Spring (1,1) Staff.*

This course is designed to introduce the beginner to basic aerobic dance steps and combinations while improving cardiovascular fitness. A variety of aerobic type activities will be incorporated in the class.

133. Backpacking.*Fall and Spring (1,1) Staff.*

This class is designed to teach the basic knowledge and skills necessary to backpack in a temperate mountain zone. This includes route finding, map reading, trail negotiation, trip preparation, food selection and preparation, tents, packing and safety. A weekend trip concludes the experience.

134. Backpacking II.

Fall and Spring (1,1) Staff.

This class is designed to give the backpacker an opportunity to plan for, and conduct a 4 day trip in a wilderness setting. Preparation will include dealing with emergencies, packing, food prep and route planning.

135. Badminton.

Fall and Spring (1,1) Staff.

Entry skill level, teaching basic strokes, rules, scoring, etiquette and game appreciation. Singles and doubles strategies including skills in clears, drive, smashes and serves.

137. Bowling.

Fall and Spring (1,1) Staff.

This course is designed for beginning students to acquire basic skills and techniques of bowling and for advanced bowlers to improve skills.

138. Canoe Camping.

Fall and Spring (1,1) Staff.

This course is designed to introduce students to a combination of camping and tandem white water canoeing skills. This course culminates with an overnight trip on Class I-II white water.

139. Flat Water Canoeing.

Fall and Spring (1,1) Staff.

Introduces beginners to the spectrum of tandem flatwater canoeing. Content includes paddling strokes, lake maneuvers, portaging, navigation, rescue, proper equipment choice and a survey on the spectrum of canoe sport.

140. White Water Canoeing.

Fall and Spring (1,1) Staff.

This course is designed to introduce students to tandem canoeing on Class I-II white water. This class culminates with a one day white water paddling trip.

141. White Water II.

Fall and Spring (1,1) Staff.

An intermediate level course open to canoes and kayaks. The emphasis is more advanced level strokes and maneuvers and refinement of rescue and self-rescue skills appropriate for lower intermediate whitewater.

142. Mountain Biking.

Fall and Spring (1,1) Staff.

Designed for the recreational cyclist to improve their cycling skills, both on and off the road. Skill development includes bike maintenance and repair, and technical riding skills. Bikes not provided.

143. Cycling.

Fall and Spring (1,1) Staff.

This course is designed for the recreational cyclist who wishes to improve their on and off road biking skills. Introduction to equipment and general maintenance and roadside repairs. The students are also given the opportunity to improve their cardiovascular fitness by frequent bicycle rides.

144. Square and Line Dance.

Fall and Spring (1,1) Staff.

This course is designed to introduce students to the various forms of American contra and square dance, the basic figures used in these dances, and the conventions and courtesies followed in dance communities throughout the country.

145,151. Folk Dance.

(GER 6) Fall and Spring (1,1) Staff.

Folk Dance I introduces students to a variety of folk and ethnic dances of primarily European and Middle Eastern origins. Dances are studied from a cultural perspective, and are identified by formation, function, step pattern, rhythm and tempo. Folk Dance II course builds on the technical skills of Folk I. The social and multicultural components of the subject are enhanced. Dances are selected that challenge the student's strength, balance, flexibility, coordination and endurance. Emphasis is placed on the creative process and evolution of folk dance today.

146,149. Artistic Gymnastics.*(GER 6) Fall and Spring (1,1) Staff.*

Both levels of this course satisfy GER 6 and one physical activity requirement through the development of the movement skills and the artistic skills involved in the creation of an artistic gymnastics routine. Two levels of artistic gymnastics must be taken to fulfill GER 6.

147. Golf I.*Fall and Spring (1,1) Staff.*

Golf I stresses fundamentals of the game for beginners. The following will be taught: the swing with various clubs, basic rules, etiquette, courtesies, and introduction to course play.

148. Golf II.*Fall and Spring (1,1) Staff.*

Course experience and management, knowledge of rules, and basic skills are a pre-requisite for Golf II. Approximately two-thirds of the semester involve course play.

153. Self Defense.*Fall and Spring (1,1) Staff.*

This course enables the student the opportunity to defend themselves in various threatening situations. Students will learn a global and unique approach to self-defense through judo techniques.

154. Kayaking.*Fall and Spring (1,1) Staff.*

Prepares beginners to kayak on Class II whitewater. Material covers safety practices, strokes, lake and river maneuvers, river reading, self-rescue including the Eskimo roll and proper equipment. Field experience planned.

157. Racquetball I.*Fall and Spring (1,1) Staff.*

Entry level course teaching basic skills, rules, scoring and love of the game. Introduction of singles strategies and some round robin play. Skills include drives, serves, lobs and kills.

158. Racquetball II.*Fall and Spring (1,1) Staff.*

Prior instruction or Racquetball I required. introduction to competitive drill sand competition. Emphasis on singles play, court awareness and shot selection and placement.

164. Rock Climbing I.*Fall and Spring (1,1) Staff.*

This beginning course introduces students to basic rock climbing, belaying and rappelling techniques. Skills include climbing, belaying, rappelling, knot tying, anchor systems, self-rescue, equipment selection and care, terminology and communications.

165. Rock Climbing II.*Fall and Spring (1,1) Staff.*

An intermediate level class that increases depth and breadth of climbing, belaying and rappelling skills, including rescue, mental and physical conditioning, movement techniques and an understanding of lead climbing practices.

170. Tennis I.*Fall and Spring (1,1) Staff.*

This course is designed to teach students the basic skills, rules, and etiquette of beginning tennis. Emphasis will be placed on fundamental skills and applying rules and etiquette in game situations.

171. Tennis II.*Fall and Spring (1,1) Staff.*

Advanced beginner skilled class, emphasizing fundamental skills in serves, volleys, overheads, ground strokes and top spin. Introduction to doubles strategies.

172. Tennis III.*Fall and Spring (1,1) Staff.*

Class designed for intermediate skill sand prior instruction. Extensive play in singles and doubles, introducing competitive drills and review of basic skills.

174. Triathlon Training.*Fall and Spring (1,1) Staff.*

This course provides students with the skills necessary to train for and compete in an Olympic distance triathlon. 1500M swim, 40K bike and 10K run distances will be developed.

175. Weight Training.*Fall and Spring (1,1) Staff.*

This course is designed to provide the beginning weight trainer with the information and skills necessary to establish and work toward goals in the areas of muscular strength, size, endurance, and/or toning.

176. Windsurfing I.*Fall and Spring (1,1) Staff.*

This class covers the basic skills necessary to learn handling a windsurfer on and off the water. It includes rigging, nomenclature safety, tacking, jibing and points of sail. Sailors achieve abilities to sail in moderate winds.

177. Winter Camping.*Fall and Spring (1,1) Staff.*

This class introduces the beginner to the exciting activities of the winter environment. Skills include cross country skiing, snow shoeing, skating, sledding, mountaineering, snow shelter, star gazing, and safety. Students spend two nights outside, otherwise accommodations are provided in an outdoor education center.

Academic Classes**150,150W. Freshman Seminar.***Fall and Spring (3-4,3-4) Staff.*

An intensive exploration of a specific topic in kinesiology through reading, writing and discussion.

201. Athletic Training.*Spring (3) Carter.*

Basic athletic principles involved in the organization and operation of an athletic training facility. Permission of instructor required.

203. Fundamental Movement Patterns and Progressions.*Fall (2) K. Charles, Gauthier.*

This course includes the skills and teaching methods of gymnastics and basic movement patterns. Principles of rhythms and dance necessary for elementary and secondary school teaching are covered. Permission of instructor required.

204. Introduction to Kinesiology.*Fall (3) J. Charles.*

An introduction to the study of human movement with emphasis upon historical, philosophical, socio-cultural, physiological, biomechanical and psychological aspects. This course provides an integrated set of general principles which are an appropriate preparation for further study in kinesiology.

205. Principles of Coaching.*Spring (2) Staff.*

An introduction to the scientific and organizational knowledge necessary for prospective coaches. Topics include the physiological principles of training, the biomechanical principles of movement, psychological aspects of learning and motivation, management skills and ethical concerns. Permission of instructor required.

206. Practicum in Coaching.*Spring (1) Staff. Prerequisite: KIN 205.*

A supervised field experience with an organized athletic team designed to enable students who have completed the course work in principles of coaching to become competent at the entry level in the roles, functions and skills of a coach. Permission of instructor required.

208. Prevention and Care of Injury and Illness.*Spring (3) Carter.*

A study of the prevention and emergency care of athletic injury and illness. Students will be certified in CPR and Sports Safety Training. An introduction to the profession of athletic training will be included.

210. Assessment and Evaluation of Injury and Illness.

Spring (3) Carter. Prerequisite: KIN 303. Corequisite: KIN 212.

This course addresses the evaluation of orthopedic injuries throughout the body and the assessment of medical and orthopedic conditions that affect physically active individuals. The students will gain practical evaluation skills through in-class activities.

211. Athletic Training Clinical Course I.

Spring (1) Carter. Pre or Corequisite: KIN 208.

This course will introduce the student to the profession of athletic training through clinical education and field experience. Students will observe the daily functions of athletic trainers and acquire psychomotor skills necessary to function as a student athletic trainer.

212. Athletic Training Clinical Course II.

Fall (1) Carter. Prerequisite: KIN 303. Corequisite: KIN 210.

This course instructs and evaluates clinical proficiencies relating to assessment and evaluation through clinical education and field experience.

213. Athletic Training Clinical Course III.

Spring (1) Carter. Prerequisite: BIO 304 and 308. Corequisite: KIN 311.

This course introduces the clinical proficiencies relating to the use of therapeutic modalities through clinical education and field experience.

214. Athletic Training Clinical Course IV.

Fall (1) Carter. Prerequisite: KIN 303. Corequisite: KIN 312.

This course introduces the clinical proficiencies relating to rehabilitation techniques and therapeutic exercise through clinical education and field experience.

215. Athletic Training Clinical Course V.

Spring (1) Carter. Corequisite: KIN 313.

As the final clinical course, learning experiences will comprehensively evaluate the breadth and scope of a student's skill and knowledge in athletic training through clinical education and field experience.

295. Scientific Principles of Exercise Prescription.

Fall (3) Deschenes.

This course addresses the scientific basis of designing exercise programs for healthy individuals. Principles of overload, progression, and specificity are covered as well as intensity, frequency, duration, and mode. Various methods of training (endurance, interval, resistance, cross-training) are featured.

303. Human Anatomy.

Fall, Spring and Summer (4,4,4) McCoy. Prerequisite: BIO 100 or 203.

Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to human movement. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Three class hours, four laboratory hours. There is a fee associated with the laboratory portion of this course. (Cross listed with BIO 308)

304. Human Physiology.

(GER 2B) Spring (3) Deschenes. Prerequisite: BIO 100 or BIO 203.

Detailed study of the manner in which different organ systems of the human body function. A student may not apply both BIO 304 and BIO 432 toward degree requirements. Three class hours. (Cross listed with BIO 304)

305. Human Physiology Lab.

(Lab) Spring (1) Deschenes. Corequisite: KIN 304.

Experiments and demonstrations illustrating nerve and muscle function, sensory physiology, reflex activities, heart function and blood pressure and renal responses to fluid intake. Does not fulfill a laboratory requirement for biology concentrators. Three laboratory hours. (Cross listed with BIO 305)

308. Biomechanics of Human Movement.

Spring (3) McCoy. Prerequisite: BIO 308/KIN 303. Corequisite: KIN 308L.

A study of the mechanical principles of the human body during movement. Emphasis is placed on analysis of physical skills. Two class hours, two laboratory hours.

310. Adapted Physical Activity.

Fall (2) K. Charles.

An examination of disabilities that affect learning and of teaching adaptations necessary to allow people with disabilities to participate in physical activity. Some study is made of remedial exercises and activities. Permission of instructor required.

311. Physical Modalities.

Fall (3) Carter. Prerequisites: KIN/BIO 304, KIN 303/BIO 308, KIN 308.

A detailed inquiry into modalities currently employed in physical therapy and sports medicine. Permission of instructor required.

312. Rehabilitation Techniques.

Spring (3) Carter. Prerequisites: KIN/BIO 304, KIN 303/BIO 308/KIN 308.

An in-depth study of therapeutic exercise and techniques employed in rehabilitation. An elective course not applicable towards the minimum requirement for concentration or minor in kinesiology. Permission of instructor required.

313. Athletic Training Management.

Fall (3) Carter. Corequisite: KIN 215.

This course will introduce the athletic training student to the management and administration of athletic health care programs. Topics include facility planning, budget management, insurance tracking, pre-participation exams, emergency procedures, and legal and professional issues

320. Issues in Health.

Spring (3) Staff.

Contemporary issues in health are examined. These issues include immunity and AIDS; cancer and genetics; cardiovascular health and assisted suicides and abortion.

321. Health and Human Movement.

Fall (3) Hall.

A survey of several contemporary topics in health including but not limited to mental/emotional health, cardiovascular health, human sexuality, nutrition, psychoactive drugs, alcohol and ethical issues.

322. Motor Learning.

Fall and Spring (3,3) Kohl.

An introduction to the principles and concepts of learning basic to the acquisition and performance of physical skills. Factors and conditions affecting skill learning will be stressed. Emphasis will be placed on practical applications in instructional setting.

335. Play, Sport and Culture.

Summer (3) J. Charles.

An interdisciplinary examination of the significance of play, sport and other forms of human movement as socio-cultural phenomena. The course incorporates cross cultural analysis of play as an acculturation process and sport as an established institution.

340. Motor Development.

(GER 3) Fall and Spring (3,3) Kohl.

This course is designed to examine the growth and development of motor skills throughout the entire life span, and to investigate the changes in motor development from childhood and adolescence through older adulthood.

345. Laboratory Assessment Techniques.

Fall and Spring (1,1) Gerdes.

Principles and techniques of assessing physiological parameters. Students will serve as assistants in wellness laboratories. Permission of instructor required.

350. Science of Nutrition.

(GER2B) Fall, Spring and Summer (3,3,3) Kambis.

An introductory course beginning with the anatomy and physiology of the gastrointestinal system. Individual nutrients will be discussed and there will be an in depth treatment of life cycle nutrition issues.

355. Sport and Gender.*Fall and Spring (3,3) Hall.*

A study of women's involvement in sport, the meaning of this participation and the social ramifications of women's inclusion and exclusion from sport.

365. Current Scholarship in Kinesiology.*Fall and Spring (1,1) Staff.*

Issues will be studied in conjunction with attendance at a regional or national professional meeting. Graded pass/fail. This class may be repeated for credit. Permission of instructor required.

394. Statistics and Evaluation.*(GER 1) Fall (3) Deschenes.*

An introduction to the use of statistics within the process of evaluation. Descriptive and inferential statistical procedures including confidence intervals, correlation, t-tests, and analysis of variance are covered. Proper application of those procedures during the evaluation of data is emphasized.

400. Sport Psychology.*(GER 3) Fall and Spring (3,3) Hall.*

This course is designed as an introduction to the study of psychological dimensions to sport. Various topics which will be included: behavior change in sport, motivation, personality factors and the elite athlete. Structure of the course also allows the student to investigate topics of individual interest.

420. Mechanics of Human Locomotion.*Fall (3) McCoy. Pre-requisites: KIN 308. Co-requisite: KIN 420L.*

Analysis of the mechanics of human locomotion using techniques of three-dimensional video, force platform analysis and electromyography. Two class hours, two laboratory hours.

422. Motor Control.*Spring (3) Kohl. Prerequisite KIN 322.*

Detailed study of issues associated with motor control. Drawing heavily from epistemology, neurology, cognitive science and motor behavior research the students will be expected to integrate and generalize such information to different clinical contexts.

442. Exercise Physiology.*Fall (4) Kambis. Prerequisite KIN/BIO 304 or permission of instructor. Corequisite: KIN 442L.*

An in-depth study of the physiological aspects of exercise, fatigue, coordination, training and growth; functional tests with normal and abnormal subjects; investigations and independent readings.

460. Topics in Kinesiology.*Fall and Spring (3,3) Staff.*

Topics not covered in regular offerings. Subjects, prerequisites and instructor will vary from year to year. Course may be repeated if the topic varies.

†470,471(W). Independent Study in Kinesiology.*Fall, Spring and Summer (2-3,2-3,2-3) Staff.*

An independent study program for the advanced student involving reading, research and the writing of a paper. The student must obtain permission from the chair of the department and a faculty supervisor before registering for the course.

†480,481(W). Kinesiology Research.*Fall, Spring (3,3) Staff.*

A course for the advanced student affording an opportunity for independent laboratory or field research under the supervision of a faculty member. Permission of instructor required.

485. Cellular and Biochemical Effects of Exercise.*Spring (3) Deschenes. Prerequisite: KIN/BIO 304 or BIO 342 or permission of instructor.*

A detail study of the neuromuscular system and its exercise-induced adaptations at the cellular and biochemical levels. Topics include the development of the neuromuscular system, organization of motor units, characteristics of different muscle fiber types, substrate utilization and causes of fatigue.

493(W) Philosophy in Kinesiology.

(GER 7) Fall, Spring and Summer (3,3,3) J. Charles.

Philosophical principles in the context of human movement. Examination of the relationship of the mind and body and the distinctions between western and eastern attitudes towards the physical. Analysis of the ethics and the aesthetics of the kinesthetic dimension.

494. Environmental Human Physiology.

Spring (3) Kambis. Prerequisite: KIN 442 or permission of instructor.

Lectures and applied research will determine how heat, cold, high terrestrial altitude, hyperbaric conditions, and air pollution affect human performance.

†495-496(W) Honors.

Fall, Spring (3,3) J. Charles.

Students admitted to Honors study in kinesiology will enroll for both semesters of their senior year. Requirements include (a) supervised readings in the field of interest, (b) the preparation and presentation by April 15 of an Honors essay or an Honors thesis based on the student's own research, and (c) satisfactory performance in an oral examination based on the Honors project and related background. Consult the chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see page 72.

†498. Internship.

Fall, Spring and Summer (3,3,3) J. Charles. Prerequisite: 12 hours in kinesiology.

A structured learning experience designed to complement and expand on the student's academic course work. This course includes readings in related areas, portfolios, written reports and on-site supervision. The course may not be repeated for credit.

Linguistics

ASSOCIATE PROFESSOR J. Martin, Coordinator

Linguistics is the study of language both as a faculty of mind and as a social institution. The linguistics concentration at William and Mary is administered through the Roy R. Charles Center as an interdisciplinary program. The minor in linguistics is offered through the Department of English, where most of the linguistics faculty are housed.

An interdisciplinary concentration in linguistics provides the student with comprehensive exposure to a range of topics concerning the structure, acquisition, and cultural use of language. Linguistics students learn how to use both the analytical methods that are proper to the formal study of language structures as well as a variety of investigative methods deriving from interdisciplinary perspectives on the function and significance of language in human affairs.

The concentration in linguistics requires 35 credit hours. Courses are to be selected by the student in consultation with an advisor on the Linguistics Committee (J. Martin, A. Reed, T.J. Taylor). A grade of C- or better in English 303 will fulfill the Concentration Writing Requirement. Each concentrator must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in the course designated by the student as the computing proficiency course within their program of study. The Linguistics Committee and the Director of the Charles Center must approve the designation of courses fulfilling the Computing Proficiency Requirement. Each concentrator is normally expected to select courses in accordance with the following plan:

Required Courses

- Eng/Anth 220 Study of Language
- Eng 303 History of the English Language
- Eng 304 Generative Syntax
- Eng 307 Phonetics and Phonology
- Eng/Anth 418 Language Patterns
- Eng 405/Anth 412 Descriptive Linguistics
- Eng 406/Anth 413 Language & Society or Eng/Anth 415 Linguistic Anthropology – although both may be taken

Electives

- Eng 404/Anth 411 Historical Linguistics
- Eng 400 Meaning and Understanding in Western Cultural Thought
- Eng 464 Special Topics in Linguistics – may be repeated when topics vary.
- Eng 474 Research Seminar in Linguistics
- Intr 480 Independent Study
- Intr 495-496 Honors Thesis
- One semester of a non-Indo-European language or Intr 250 or 251 American Sign Language.

The student may propose other courses to count towards the concentration. Such choices will be approved on a case-by-case basis, depending on the Linguistic Committee's assessment of the overall coherence of the student's proposed concentration program. Examples of such courses include but are not limited to:

- Anth 440 Primate Cognition and Communication
- Fr 410 French Philology
- Ger 406 History of the German Language
- HS 410 Modern Spanish Phonology and the History of the Spanish Language
- MLL 345 Methods in Teaching English as a Second/Foreign Language
- Phil 406 Philosophy of Language

Students with appropriate qualifications can pursue Honors work in linguistics. After approval of their program of study by the Linguistics Committee and the Director of the Charles Center, they will be enrolled during their senior year in Interdisciplinary Studies 495 and 496.

Literary and Cultural Studies

ADVISORY COMMITTEE **Joyce** (Director), **Weiss** (Anthropology), **Baron** (Classical Studies), **Barnes, Begley, Kennedy, Knight**, and **M. Potkay** (English), **Anemone, Guenther, Stock and Taylor** (Modern Languages and Literatures), **Rasmussen** (Music), **Linneman** (Sociology), **Lambert and Wolf** (Theatre).

The program in Literary and Cultural Studies brings a cross-cultural and interdisciplinary perspective to the study of literature. Students collaborate with an advisor to design an individualized and focused plan of study that includes courses from a range of departments and programs. Courses that involve the comparative analysis of more than one national literature are central to the program, as are those that explore the intersections of literature and theory. Moreover, students are encouraged to expand their definition of the "text" to include not just literature but also other media such as music, art, and cinema (indeed, LCST offers a special concentration track in "Film Studies," which allows students to use the College's Film minor as the core of their Literary and Cultural Studies major). Students are equally encouraged to take courses in related disciplines that help situate the creative text in terms of its cultural and historical contexts: thus, students concentrating in Literary and Cultural Studies can also count toward their major courses from departments that are not primarily oriented toward the study of literature and the arts, such as Anthropology, History, Philosophy, and Sociology (see Sample Programs of Study).

A major in Literary and Cultural Studies prepares students to pursue advanced degrees in literature and its allied academic disciplines. It is also appropriate preparation for any profession that emphasizes critical analysis and effective oral and written communication. A minor in Literary and Cultural Studies may be taken to enhance concentrations in the humanities, social sciences or interdisciplinary programs (see Minor Requirements).

Requirements for Concentration

Students can follow one of two tracks in fulfilling the concentration requirements for Literary and Cultural Studies. Most students will follow Track A; students with a particular interest in film can follow Track B.

Track A ("Regular Track")

A "regular track" concentration in Literary and Cultural Studies requires successful completion of a minimum of 36 credits (no more than 7 of which can be in courses numbered below 300), as follows:

1. A core for all concentrators of three courses totaling 9-10 credits: namely, Literary and Cultural Studies 201, 301, and 401.
2. A minimum of 27 additional credits, chosen in consultation with a member of the Literary and Cultural Studies Advisory Committee to form a coherent program of study.

Track B ("Film Studies Track")

A "film studies track" concentration in Literary and Cultural Studies requires successful completion of a minimum of 36 credits (no more than 11 of which can be in courses numbered below 300), as follows:

1. Fulfillment of the requirements for the Film minor (minimum of 18 credits). For full details on these requirements, see the entry under Film in this Catalog (see page 151).
2. Completion of LCST 301 and 401 (6-7 credits).
3. A minimum of 12 additional credits chosen in consultation with a member of the LCST or Film Studies Advisory Committees to form a coherent program of study. These classes may consist entirely of additional elective courses on film but can also include courses in such departments as Anthropology, English, History, and Modern Languages and Literatures that add significantly to the student's understanding of the cultural and historical contexts in which this twentieth-century art form has been produced.

Note: LCST 401 can also be counted toward requirement # 1 if the seminar is predominantly concerned with film. In those cases when LCST 401 is counted toward requirement # 1, requirement # 3 changes from a minimum of 12 to 15 additional credits.

For both concentration tracks, as well as for the minor, any additional courses taken in Literary and Cultural Studies, such as a special topics course (LCST 351) or an additional upper-level seminar (LCST 401), automatically count toward the concentration.

A student who satisfies all requirements for concentration in Literary and Cultural Studies also satisfies the Concentration Writing Requirement.

The Computing Proficiency Requirement is satisfied by successful completion of LCST 301.

English concentrators may include Literary and Cultural Studies 201 and 301 in the first 36 credits of their concentration program, but must explicitly alert the Office of Academic Advising that they wish these courses to count toward their English concentration.

Concentrators are encouraged to take an Independent Study (LCST 481). Students with the appropriate qualifications can also pursue Honors in Literary and Cultural Studies: once their proposal is approved by an advisor and by the Program Director, they will be enrolled during their senior year in LCST 495 and 496.

More details about the concentration—including course syllabi, updated information regarding new course offerings, and a list of current concentrators and alumni with their programs of study—can be found on the Literary and Cultural Studies website (www.wm.edu/CAS/lcst/index.html).

Sample Programs of Study

As stated, no two Literary and Cultural Studies degrees will look exactly alike: the student's interests and goals will determine the courses taken to supplement the core requirements. However, in order to provide students with a sense of how to construct a focused concentration, here are three sample programs of study.

Student 1 is fluent in French, very interested in critical theory, and has constructed a major entitled "Literature and Theory" out of courses in modern European literature and a wide range of theory-oriented courses:

LCST 201

LCST 301

LCST 401: Topic—Postcolonial Literature and Theory

Anthropology 362: Knowledge, Learning and Cognition in 'Non-Western' Societies

Art History 375: Contemporary Art and Art Criticism

English 408: Theory of Literature

English 436: World Novel

French 342: The Nineteenth Century—The Novel

French 388: The Twentieth-Century French Novel and Its Influence

French 455: Seminar in Literary Theory

Philosophy 321: Existentialism

Russian 397: Major Works of Dostoevsky

Women's Studies 405: Feminist Theory

Student 2 is interested in Performance Studies and has constructed a major entitled "Comedic Writing and Performance" that brings together creative and analytical courses from a relatively wide array of departments:

LCST 201

LCST 301

LCST 401: Topic—Shakespeare and Film

American Studies 409: American Performance Culture

Classical Civilization 404: The Roman Theatre as Social Comment

English 401: Seminar in Creative Writing—Screenwriting

English 458: Modern Drama to 1940

English 459: Modern Drama since 1940

Psychology 312: Personality Theory

Psychology 490: Directed Readings—Psychology of Humor

Theatre 302: Intermediate Acting

Theatre 401: Advanced Acting

Theatre 410: Theatre and Society in Twentieth-Century America

Theatre 479: Performance Seminar

Student 3 is pursuing the "Film Studies Track." She is especially interested in twentieth-century American culture. The first six courses listed fulfill the requirements for the Film minor; the remaining courses fulfill the additional requirements for this concentration track:

FILM 150W

FILM 251

FILM 306

American Studies 202: Cinema and the Modernization of U.S. Culture

American Studies 470: Topic—African-American and American Cinema

Italian 310: Italian Cinema and Post-War Italian Culture

LCST 301

LCST 401: Topic—Film Theory

Art History 383: Twentieth-Century American Art

English 465: Topic—Made Into Movies

LCST 351: Special Topics – Culture of the Cold War

LCST 351: Special Topics – History by Hollywood

Music 365: Music and Film

Language Requirements

Not every cross-cultural and interdisciplinary program of study completed under the rubric of Literary and Cultural Studies will require the advanced knowledge of another language that is necessary in order to take most upper-level literature courses in the departments of Classical Studies or Modern Languages and Literatures. However, students are strongly urged to take at least one upper-level course in a foreign language, if it is in any way appropriate to their program of study. Knowledge of at least one foreign language not only facilitates the comparative sort of inquiry that is central to Literary and Cultural Studies, it is also a prerequisite of graduate-level study in every literary discipline, including English.

Minor in Literary and Cultural Studies

Students concentrating in the humanities, social sciences or interdisciplinary programs can choose to supplement their major with an add-on minor in Literary and Cultural Studies. This minor requires a minimum of 18 credits: 9-10 credits being the three core courses (LCST 201, 301, 401) and the remaining credits being elective courses that in some way enhance and broaden the scope of the student's concentration; these electives, all of which must be numbered 300 and above, are to be chosen in consultation with a member of the Advisory Committee. (Courses from the department in which the student is majoring cannot be counted toward the minor; in the case of students majoring in other interdisciplinary programs, courses being counted toward the student's concentration requirements cannot also be counted toward the LCST minor.)

To refer back to the sample programs of study for Literary and Cultural Studies concentrators, Student 1 might decide to major in French, but still wish to pursue her interest in literary theory. Thus, along with the three core courses, she might take Art 375, English 408, and Philosophy 321, and receive the minor in Literary and Cultural Studies. Student 2 might decide to major in Theatre but supplement his interest in literature with English 401, English 458, and English 459, in addition to the three core courses.

Students concentrating in the natural sciences may also obtain a Literary and Cultural Studies minor by petitioning the Advisory Committee and arguing for its relevance to their own concentration.

Description of Courses

201. Introduction to Literary and Cultural Studies

(GER 5) Fall and Spring (3,3) Barnes, M. Potkay.

Introductory-level course examining how literature and other forms of artistic expression (e.g., film and music) reflect, shape, and contest cultural values.

Topic for Fall and Spring:

Literary and Cultural Constructions of Crime.

Study of how literary and other texts inscribe a particular culture's ideas about what is and is not a crime. Readings may range from Greek tragedy and Dante to detective novels, film noir, and gangsta rap.

301. Theoretical Approaches to Literary and Cultural Studies

Fall and Spring (3,3) Begley, Kennedy.

Premised on the notion that methods of literary analysis can be used to "read" cultural texts (such as music, film, and television), this course introduces students to the critical methodologies associated with what has come to be known as "cultural studies."

351. Special Topics in Literary and Cultural Studies

Fall and Spring (1-3, 1-3) Staff.

Exploration of a particular topic in Literary and Cultural Studies. This course may be repeated for credit.

Topics for Fall 2002:

Cold War Culture. *Anemone.*

Music and Film. *Preston.*

401. Seminar in Literary and Cultural Studies

Fall and Spring (3-4, 3-4) Staff.

Study in depth of a specialized topic in Literary and Cultural Studies. This course may be repeated for credit.

Seminars for Fall 2002:

African Pop Culture Practicum. *Weiss.*

"Gai" Paris. *Armbrecht.*

Nation, Heritage, Cinema, Culture. *Joyce*

Shakespeare and Film. *Blank, Kennedy.*

Shakespeare's Theatre. *Wolf.*

†481. Independent Study.

Fall and Spring (1-3, 1-3) Staff.

A tutorial on a topic agreed upon by the student and instructor and approved in advance by the Program Director. Open only to concentrators. No more than six hours of Independent Study can be counted toward the concentration.

†495-496. Honors.

Fall, Spring (3,3) Staff.

Each candidate for Honors in Literary and Cultural Studies will be responsible for: (a) formulation of a program of study with a faculty advisor (preferably by the end of their junior year); (b) completion of an original scholarly essay or creative work two weeks before the last day of classes of the semester in which the work is being completed; and (c) satisfactory performance in a comprehensive oral examination that focuses on the subject matter of the Honors project. Permission of the Program Director is required. For College provisions governing the Admission to Honors, see page 72.

Mathematics

PROFESSORS Li (Chair, Ferguson Professor), **Drew, C. Johnson** (Class of 1961 Professor of Mathematics), **Kincaid, Leemis, Lutzer** (Chancellor Professor), **Mathias, Rodman, Spitkovsky** and **Woerdeman** (Hamilton Professor). ASSOCIATE PROFESSORS **Rublein, Schaefer, Schreiber, Trosset** and **Zobin**. ASSISTANT PROFESSORS **Bolotnikov, Lewis** and **Shi**. VISITING ASSISTANT PROFESSORS **Bronstein, Kheifets** and **Reams**. INSTRUCTOR **D. Johnson**. LECTURERS **Avioli, Gates, Hoyle, Hunter, Nark** and **Zapf**.

Requirements for Concentration

The study of mathematics is motivated by its wide applicability and its intrinsic beauty. Mathematical theories often grow out of problems that appear in the physical sciences, engineering, economics, finance and the social sciences. Applications often draw on mathematics that was created for completely different purposes.

The mathematics program at William and Mary allows students to design a concentration based on their own interests and career goals and prepares students for post-baccalaureate employment and for further study of mathematical sciences and related disciplines. There are three tracks within the concentration — the Standard Track, the Applied Mathematics Track and the Pre-College Mathematics Teaching Track. Study options include applied and pure mathematics, operations research, statistics and teaching at the elementary or secondary level. Students can also design elective programs needed for careers in actuarial science and industrial mathematics, for interdisciplinary work in fields such as economics, business and social sciences, or for graduate studies.

Information about the mathematics concentration, career choices and appropriate courses of study is available from the department's academic advisors, the Office of Career Services and the Mathematics Advising Handbook (www.math.wm.edu), as well as informally from the mathematics faculty.

The Standard Mathematics Track

This is the most flexible of the three tracks, allowing the widest choice of electives. Students who are considering graduate study often pursue this track, as do some students aiming for pre-college teaching, but the flexible requirements of the track are also appropriate for students with other goals.

The concentration requirements of the Standard Track are:

- 1) A core consisting of Math 111, 112, 211, 212 and 214;
- 2) Math 307 and 311;
- 3) Math 490 or Math 495/496 (Honors);
- 4) Excluding Math 490 and Math 495/496, three Mathematics courses numbered 400 or above and one more numbered 300 or above.

In addition, students in the Standard Track should take appropriate Computer Science courses, including CSCI 141.

In-depth study program: Students wishing to obtain a deeper understanding of mathematics (e.g., in preparation for graduate school) should take additional upper-division courses. Second courses to make year-long sequences in linear algebra, analysis, abstract algebra, numerical analysis, statistics or operations research are particularly recommended.

Applied Mathematics Track

This track is designed for students who want to pursue applications of mathematics or a double concentration in mathematics and another discipline.

The concentration requirements of the Applied Mathematics Track are:

- 1) A core consisting of Math 111, 112, 211, 212, and 214;
- 2) At least one of Math 307 and 311;
- 3) Math 490 or Math 495/496 (Honors);
- 4) Excluding Math 490 and Math 495/496, at least five distinct courses at the 300-400 level, chosen from four applied areas listed below and distributed as follows:

Breadth requirement: three distinct courses, one in each of three of the four applied areas listed below;

Depth requirement: three courses within one of the four areas below. One of these courses may be one of the courses satisfying the breadth requirement.

The four applied areas within the applied track, and their associated courses, are:

- **Computational Mathematics:** Math 408, 413, 414, CSCI 426, CSCI 449, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses;

- Operations Research: Math 323, 424, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses. In addition, if a student elects to fulfill the depth requirement in Operations Research, then (and only then) Math 401 may be counted toward Operations Research rather than toward Probability and Statistics;
- Probability and Statistics: Math 308, 401, 402, and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses;
- Scientific Applications: Math 302, 405, 408, 417, 441, 442, and (with permission of the Mathematics department chair and the instructor) CSCI 616 and CSCI 680 taken as independent study courses.

The department chair may allow appropriate sections of Math 410 to count toward applied areas in this track.

In addition, students in the Applied Mathematics Track should take appropriate Computer Science courses, including CSCI 141 and CSCI 241.

Pre-College Mathematics Teaching Track

This track is restricted to students seeking certification as pre-college mathematics teachers.

The concentration requirements of this track are:

- 1) A core consisting of Math 111, 112, 211, 212, and 214;
- 2) Math 302, 307, 308, 323, 412, 416 and 490;
- 3) Either ED 450 or ED 477;

Students in this track should also take appropriate computer science courses, including CSCI 141.

The department chair may authorize variations in the requirements for this track for individual students. In particular, Math 401-402 may be substituted for Math 308, and another 400-level Curriculum and Instruction seminar may be substituted for ED 450 and ED 477 for students who are double concentrating and who seek double certification. In addition, Math 495-496 may be substituted for Math 490.

Advanced Standing

In each of the mathematics concentration tracks, well-prepared students may begin their studies beyond Math 111 without receiving credit for earlier courses listed in the core requirements section of each track. Each skipped course for which the student does not receive credit must be replaced by an additional 300-400 level course.

Concentration Writing and Computer Proficiency Requirements

A student in any Mathematics concentration track satisfies the Concentration Writing Requirement in Mathematics by completing either Math 490 or Math 495/496 with a grade of C- or better. A student in any Mathematics concentration track satisfies the Mathematics Concentration Computer Proficiency Requirement by receiving a grade of C- or better in CSCI 141.

Requirements for Minor

A minor in mathematics requires at least four Mathematics courses numbered above 110, and another two mathematics courses numbered above 300. A well-prepared student may elect to skip Math 111 or Math 111-112. No skipped course can count toward the requirement unless Advanced Placement credit, International Baccalaureate credit, or credit by examination has been received for that course.

Description of Courses

103. Pre-calculus Mathematics.

Fall (3).

A study of the real number system, sets, functions, graphs, equations, inequalities and systems of equations, followed by a study of the trigonometric functions and their properties. This course is designed only for students intending to take Math 108 or Math 111, and whose background is deficient in algebra and trigonometry. Juniors and seniors must obtain permission from the instructor to enroll. This course may not be applied toward either the minor or concentration in mathematics or the satisfaction of GER requirements. A student may not receive credit for this course after successfully completing a Mathematics course numbered above 107, with the exception of Math 150.

104. The Mathematics of Powered Flight.*(GER 1) Fall and Spring (3,3).*

Applications of elementary mathematics to airplane flight. Wind and its effect on airport design and aircraft operation. Maps and map projections. Magnetic variation and compass navigation. Static air pressure: buoyancy and the altimeter. Use of a flight simulator will illustrate the mathematical analysis of certain aircraft instruments. Not open to students who have successfully completed a Mathematics course numbered higher than 210.

106. Elementary Probability and Statistics.*(GER 1) Fall and Spring (3,3).*

Introduction to basic concepts and procedures of probability and statistics including descriptive statistics, probability, classical distributions, estimation, hypothesis testing, correlation and regression, in the context of practical applications to data analysis from other disciplines. Not open to students who have successfully completed a mathematics course numbered above 210.

108. Brief Calculus with Applications.*(GER 1) Fall and Spring (4,4).*

An introduction to the calculus of polynomial, rational, exponential and logarithmic functions, including some multi-variable calculus, with applications in business, social and life sciences. Algebra proficiency required. MAPLE will be used in the course. Students may not receive credit for both Math 108 and Math 111, and may not receive credit for Math 108 after receiving credit for any Mathematics course numbered higher than 108, with the exception of Math 150. To use Math 108 as a prerequisite for Math 112, students need approval of the department chair. Concurrent enrollment in Math 108 calculus lab required.

110. Topics in Mathematics.*Fall and Spring (3,3).*

An introduction to mathematical thought with topics not routinely covered in existing courses. Material may be chosen from calculus, probability, statistics and various other areas of pure and applied mathematics.

111. Calculus I.*(GER 1) Fall and Spring (4,4).*

Standard functions and their graphs: Linear, polynomial, trigonometric, exponential, logarithmic. Tangents, derivatives, the definite integral and the fundamental theorem. Formulas for differentiation. Applications to physics, geometry and economics. Requires graphing calculator. Concurrent enrollment in Math 111 calculus lab required.

112. Calculus II.*(GER 1) Fall and Spring (4,4). Prerequisite: MATH111.*

Methods of integration. Applications of the integral to geometry, physics and economics. Slope fields and the qualitative behavior of solutions to differential equations. Approximations: Taylor series. Concurrent enrollment in Math 112 Maple calculus lab required.

113. Calculus II for Life Sciences.*(GER 1) Spring (4). Prerequisite: MATH111. Corequisite: Any 100 or 200 level Biology course.*

Mathematical topics parallel those in Math112. Applications in this course focus on issues of importance in the Life Sciences, e.g., mathematical models of population dynamics, ecology, physiology, and epidemiology. May require a graphing calculator or Maple laboratory. May be used as a prerequisite in place of Math 112. Students may not receive credit for both Math 112 and Math 113. Concurrent enrollment in Math 113 Maple calculus lab required.

150. Freshman Seminar: Topics in Mathematics.*Fall and Spring (3,3).*

Each seminar is devoted to a specific mathematical topic. Writing of mathematics is emphasized. Normally only available to first-year students.

211. Linear Algebra.*Fall and Spring (3,3). Prerequisite: MATH112.*

Linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, orthogonality. Optional topics include least squares problems, matrix factorization, applications. A computer lab using the software package Matlab may accompany the class.

212. Introduction to Multivariable Calculus.

Fall and Spring (3,3). Prerequisite: MATH112.

Functions of several variables, surfaces in three-space, vectors, techniques of partial differentiation and multiple integration with applications. MAPLE will be used in this course.

213. Multivariable Calculus for Science and Mathematics.

Fall and Spring (4,4). Prerequisite: MATH112.

Covers all MATH212 material plus other vector calculus topics (including Gauss' and Stokes' theorems). Students may not receive credit for both MATH212 and MATH213. MATH213 may replace MATH212 as a prerequisite and is particularly recommended for science and mathematics students.

214. Foundations of Mathematics.

Fall and Spring (3,3). Prerequisite: MATH112.

Fundamentals of advanced mathematics: Propositional logic, quantifiers and methods of proof; naive set theory including mathematical induction, relations, orders, functions, and countability.

302. Ordinary Differential Equations.

Fall and Spring (3,3). Prerequisite: MATH212.

First order differential equations, linear differential equations of higher order, initial value problems, power series method. Additional topics selected from systems of linear differential equations, Laplace transforms, numerical methods, stability. MAPLE will be used in this course.

307. Abstract Algebra.

Fall and Spring (3,3). Prerequisites: MATH211, MATH214. Or consent of instructor.

Groups, rings, fields, isomorphisms; polynomials. Additional topics chosen from group theory and ring theory, as time permits.

308. Applied Statistics.

Spring (3) Prerequisite: MATH112.

Introduction to probability models and statistical inference with emphasis on their use in analyzing data. Students interested in the theory of probability and statistics should also take Math 401-402.

311. Elementary Analysis.

Fall and Spring (3,3). Prerequisites: MATH212, MATH214. Or consent of instructor.

An introduction to the theory of real variables. The topology of the real line, convergence and uniform convergence, limits and continuity, differentiation, Riemann integration and the Fundamental Theorem of Calculus.

323. Operations Research I—Deterministic Models.

Fall (3). Prerequisite: MATH211.

An introduction to deterministic Operations Research techniques and applications. Topics include search algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models and discrete optimization.

401. Probability.

Fall and Spring (3,3). Prerequisites: MATH211, MATH212, MATH214. Or consent of instructor.

Topics include: combinatorial analysis, discrete and continuous probability distributions and characteristics of distributions, sampling distributions.

402. Mathematical Statistics.

Spring (3). Prerequisite: MATH401. Or consent of instructor.

Topics include: estimation, hypothesis testing, confidence intervals, regression and analysis of variance. The goal of this course is to provide the theoretical justification for methods studied in Math 308, although that course is not a prerequisite for Math 402.

403. Intermediate Analysis.

Spring (3). Prerequisite: MATH311.

Sequences and series of functions; analysis in metric spaces and normed linear spaces; general integration and differentiation theory.

405. Complex Analysis.

Fall (3). Prerequisite: MATH311. Or consent of instructor.

The complex plane, analytic functions, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series, analytic continuation.

408. Advanced Linear Algebra.

Fall (3). Prerequisites: MATH211, MATH214. Or consent of instructor.

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary and nonnegative matrices.

410. Special Topics in Mathematics.

Fall and Spring (3,3).

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from topology, algebra, differential equations and various other areas of pure and applied mathematics. This course may be repeated for credit with permission of the instructor.

412. Introduction to Number Theory.

Fall (3). Prerequisite: MATH214. Or consent of instructor.

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

413. Introduction to Numerical Analysis I.

Fall (3). Prerequisites: MATH212, CSC1141, MATH214. Or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: roots of equations, systems of linear equations, interpolation and approximation, and numerical integration. Students planning to take 414 are strongly encouraged to take 413 first.

414. Introduction to Numerical Analysis II.

Spring (3). Prerequisites: MATH212, CSC1141, MATH214. Or consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: iterative methods for linear systems, eigenvalue computations and differential equations. Students planning to take 414 are strongly encouraged to take 413 first.

416. Topics in Geometry.

Fall of even-numbered years (3). Prerequisites: MATH211, MATH212, MATH214. Or consent of instructor.

A treatment of topics selected from Euclidean geometry, non-Euclidean geometry, projective geometry, finite geometry, differential geometry or algebraic geometry.

417. Vector Calculus for Scientists.

Spring. Prerequisites: MATH211, MATH212 and MATH302. Or consent of instructor.

Directional derivatives, differential forms and the Poincaré lemma, chain rule; Jacobians, change of variable and application to Lagrangian mechanics; path integrals and the deformation theorem, surface integrals and Stokes' theorem. Additional topics will be covered if time permits.

424. Operations Research II—Stochastic Models.

Spring (3). Prerequisite: MATH401.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queueing theory and applications, Markovian decision processes, inventory theory and decision analysis.

426. Topology.

Fall of odd-numbered years (3). Prerequisite: MATH311. Or consent of instructor.

A study of topological spaces, metric spaces, continuity, product spaces, compactness, connectedness and convergence. As time permits, additional topics may be chosen from homotopy theory, covering spaces, manifolds and surfaces, or other topics in algebraic or set theoretic topology.

428. Functional Analysis.

Spring of odd-numbered years (3). Prerequisite: MATH311.

Introduction to the geometry of Hilbert spaces, bounded linear operators, compact operators, spectral theory of compact self-adjoint operators, integral operators and other applications.

430. Abstract Algebra II.

Spring of odd-numbered years (3). Prerequisite: MATH307.

The theory of groups, rings, fields and their applications. Topics may include fundamental theorem of Abelian groups, Sylow theorem, field extensions, Galois theory and coding theory.

432. Combinatorics.

Spring of even-numbered years (3). Prerequisites: MATH211, MATH214. Or consent of instructor.

A study of combinatorial theory and applications to practical problems. Topics include: graph theory, graphical algorithms, enumeration principles, inclusion-exclusion principle, recurrence relations, and generating functions. Optional topics: Polya counting principle, combinatorial designs, coding, Boolean algebra, and switching functions.

441. Introduction to Applied Mathematics I.

Fall (3). Prerequisites: MATH211, MATH212. MATH302 is recommended.

A study of mathematical principles and techniques common to different scientific disciplines. The central topics are differential and matrix equations. Beginning with symmetric linear systems and associated matrix theory, the course continues with equilibrium equations, least squares estimation, vector calculus, calculus of variations, Fourier series and complex variables. Applications to structures, electrical networks, data analysis, etc. are included. Students cannot receive credit for both Applied Science 441 and Mathematics 441. (Cross listed with APSC441)

442. Introduction to Applied Mathematics II.

Spring (3). Prerequisite: MATH/APSC441.

A continuation of Mathematics/Applied Science 441. Topics are numerical methods for linear and nonlinear equations and eigensystems, finite elements, initial-value problems with introduction to the phase plane and chaos, stability analysis, network flows and optimization. Applications to simple fluid flow, heat transfer, assignment and transportation problems, etc. are included. Students cannot receive credit for both Applied Science 442 and Mathematics 442. (Cross listed with APSC442)

†490. Seminar.

Fall and Spring (3,3). Prerequisite: MATH214.

Sections of this course will treat a single narrow topic. Possible areas of interest include linear algebra, operator theory, applied analysis, combinatorial theory, operations research, statistics, history of mathematics, mathematical pedagogy and computational mathematics. Students will present written and oral work for discussion in class. May be repeated with permission.

†495-496. Honors.

Fall, Spring (3,3).

Students admitted to Honors study in mathematics will be enrolled in this course during both semesters of their senior year. The course comprises:

- (a) supervised research in the student's special area of interest;
- (b) presentation by April 15 of an Honors thesis; and
- (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. For College provisions governing the Admission to Honors, see page 72.

Graduate Program

See the Computational Operations Research Track description in the Department of Computer Science.

Medieval and Renaissance Studies

Professor **George D. Greenia**, Director

The Interdisciplinary concentration in Medieval and Renaissance Studies shall consist of not less than 34 credit hours, of which 16 are required and 18 are elective.

The 16 required credit hours must include one course from each of groups 1, 2, 3, 4 and 5 below. Eighteen additional elective hours are chosen by each student according to guidelines available at the Charles Center or from the Director of the program. Special topics courses in any department at the College can be applied as elective credit with the consent of the Director of the program. No more than 15 credit hours from any one department can be counted toward the concentration, and students may use no more than three one-credit courses (INTR 350) toward their major. Each concentrator must fulfill the Concentration Writing Requirement and the Computer Proficiency Requirement by fulfilling those requirements in any of the participating departments within the program.

In addition, concentrators must complete two college-level courses in Latin or the equivalent, as well as one course above the 202 level in a modern European language including Arabic, ancient or modern Hebrew, or ancient Greek (but not including literature in translation courses). Concentrators who intend to pursue graduate studies are strongly encouraged to seek language training beyond the minimum requirement, and also to prepare a second concentration, or at least a minor, in one of the traditional disciplines represented.

Students will have a designated faculty Advisor in Medieval and Renaissance Studies to help them arrange a coherent program in keeping with the degree requirements of the College and to certify that progress is being made toward graduation. The Director of the program in Medieval and Renaissance Studies will help concentrators choose an advisor corresponding to the department of their greatest academic interest (including second concentration or minor, if any). Concentrators who do not easily fit into an area will be advised by the Director of the program in Medieval and Renaissance Studies. For more information contact the Director of the program in Medieval and Renaissance Studies, Prof. George D. Greenia in the Dept. of Modern Languages.

1 — Historical Context

HIST 355 Europe in the Middle Ages I (to 1000)
 HIST 356 Europe in the Middle Ages II (post-1000)
 HIST 358 The European Renaissance

2 — Art History and Music (all are four-credit courses)

ARTH 351 Medieval Architecture
 ARTH 352 Medieval Figure Arts
 ARTH 353 Early Christian & Byzantine Art
 ARTH 360 Italian Renaissance Art, 1250-1600
 ARTH 362 Northern Renaissance Art, 1300-1600
 ARTH 364 Renaissance & Baroque Architecture and Town Planning
 MUS 381 Medieval & Renaissance Music

3 — Language and Literature

ENG 303 History of the English Language
 ENG 312 Medieval Literature
 ENG 323 English Renaissance
 ENG 409 Old English
 ENG 410 Beowulf
 ENG 413 Chaucer
 ENG 435 Epic and Romance
 FR 316 Middle Ages
 FR 318 Renaissance
 FR 410 French Philology
 GER 301 German Literature from the Beginning to 1700
 GER 406 History of the German Language
 ITAL 301 Italian Literature from the Beginning to the 17th Century
 ITAL 309 Dante & the Medieval Tradition
 ITAL 312 Italian Renaissance Literature in Translation
 LAT 310 Medieval Latin
 HS 301 Spanish Literature from the Beginning to 1700
 HS 401 Medieval Spanish Literature
 HS 402 Cervantes

HS 410 History of the Spanish Language
 HS 482 Love & Prostitution in Medieval Spain

4 — Religion and Philosophy

REL 329 The Rabbinic Mind
 REL 331 The World of Early Christianity
 REL 332 The World of Medieval Christianity
 REL 333 Knowledge and Belief: Origen to Ockham
 REL 334 The Protestant and Catholic Reformations
 REL 339 Midrash: Jewish Interpretation of Scriptures
 PHIL 332 Medieval Philosophy

5 — Seminars in Medieval and Renaissance Studies

Designated seminars in the Departments of Art History, English, History, Modern Languages, Music, Philosophy, Physics (history of science), and Religion. A list of seminars for each semester will be available before pre-registration from the Charles Center, the Director of the program in Medieval and Renaissance Studies, or participating faculty. Three one-credit seminars (INTR 350) may be used for this area.

The remaining hours for the concentration must be chosen from a list of courses available at the Charles Center or from the Director of the program in Medieval and Renaissance Studies.

Minor in Medieval and Renaissance Studies

A minor in Medieval and Renaissance Studies consists of seven courses, four of which are required and three of which are elective. Students are required to take one course from each of the first four Medieval and Renaissance Studies groups and three additional courses selected from any of the five groups. In addition, students may petition the Director of the program in Medieval and Renaissance Studies to include non-listed courses in their minor (such as departmental independent studies courses) when appropriate.

Description of Courses

INTR 350. Special Topics in Medieval and Renaissance Studies.

Fall and Spring (1,1) Staff.

A one-credit, short seminar offered periodically in conjunction with professional conferences or special visiting guest scholars; may be repeated for credit, although not more than three credit hours may be applied to the concentration or minor in Medieval and Renaissance Studies.

INTR 451. The Medieval Book.

Spring (3) Greenia.

Targeted at developing skills for critically examining books and documents from the European Middle Ages, using Umberto Eco's *The Name of the Rose* as a point of departure. Topics will include the book culture of the Middle Ages, paleography, scribal and shop practices, illuminations and the analysis of original manuscripts, microfilms and facsimiles.

INTR 452. Summer Apprenticeship in Archival Skills.

Summer (6) Greenia. Prerequisite: INTR 451.

A summer apprenticeship designed to provide intensive training in archival research at a major depository of documentation for Medieval and Renaissance Studies. It will include mastering specialized reference tools, undertaking a personal research project and contributing to the work of the host institute. More information and application procedures available from the program director.

Military Science

PROFESSOR **Lieutenant Colonel Holman** (Chair). ASSISTANT PROFESSORS **Major Andersen, Major Callahan, Major Sheffler** and **Captain Koltveit**.

A unit of Reserve Officers' Training Corps was established at the College of William and Mary on July 1, 1947, with an assigned mission to qualify students for positions of leadership and management in the United States Army. By participating in the ROTC elective program, a student may earn a commission as a Second Lieutenant in the Active Army, the United States Army Reserve or the Army National Guard, while pursuing an academic degree. Participation includes:

1. \$4,000 subsistence allowance during junior and senior years; some books and all uniforms are furnished by the Department of Military Science.
2. A leadership and management skills development program that includes education, training and experience that prepares a student for leadership in military service and civilian life.
3. An opportunity to earn a commission as a Second Lieutenant in the United States Army.
4. Newly commissioned officers may request a delay in their entry on active duty in order to pursue graduate studies.

Scholarships

Four-, three- and two-year scholarships are available. Students compete for several thousand scholarships nationwide. Freshmen and sophomores may apply for the three- and two-year scholarships, respectively. The scholarship pays for:

1. Tuition: Up to \$17,000 annually
2. Books
3. Most fees
4. Expense stipend (\$200-\$350 per month)

Requirements for Enrollment

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any Armed Force may enroll in the Basic Courses (freshman and sophomore courses). Students who have had prior military service or who have completed courses in another ROTC program may be granted placement credit. Sophomores may attend a five-week Basic Camp during the summer between their sophomore and junior years in lieu of taking the Basic Courses.

Description of Courses

Note: Six of the eight Military Science credits count toward the 120 credits needed for graduation. The remaining two credits will appear on the student's official transcripts.

Basic Courses

The following Military Science Basic Courses are designed for freshmen and sophomores: MIL 101, 102, 201 and 202. The Basic Courses introduce freshmen and sophomores to the fundamentals of leadership and management while they learn about the opportunities and prospects of ROTC and commissioned service. Students complete these courses without service obligation (except Army scholarship students) while qualifying for the Advanced Program. All students must participate in the Leadership Laboratory in the Basic Courses.

101. Introduction to the U.S. Army and American National Security Policy.

Fall (1) Koltveit.

The purpose of this course is to introduce students to issues and competencies that are central to a commissioned officer's responsibilities. This course establishes a framework for understanding officership, leadership, and Army values. Additionally, the course addresses "life skills" including fitness, nutrition and time management.

102. Basic Leadership and Management Theory and Map Reading.

Spring (1) Koltveit.

Study of basic leadership and management principles, including practical exercises. Emphasis is placed on interpersonal communication, time management and stress management. Map reading portion of class is designed to develop a basic familiarity with military maps and their use.

103. MS I Leadership Laboratory.*Fall/Spring. Callahan.*

Taken with Military Science 101 and 102. Presents basic leadership skills in practical situations. Introduces standard Army equipment, marksmanship, orienteering, and small unit tactics, and functioning as a team member.

201. Advanced Leadership and Management I.*Fall (2) Koltveit.*

The second year of Military Science training is an experiential examination of leadership, decision-making, and group processes. This year places students in a wide variety of group exercises designed to emphasize various professional leadership competencies and insights. This course is designed to maximize student participation, inspire intellectual curiosity, and stimulate self-study.

202. Advanced Leadership and Management II.*Spring (1) Koltveit.*

Study of leadership principles. Topics of discussion include: emphasis on professional and ethical values, sexual harassment, the Code of Conduct and the ability to negotiate the ethical resolution of conflicts.

203. MS II Leadership Laboratory.*Fall/Spring. Koltveit.*

Taken with Military Science 201 and 202. Develops intermediate leadership skills by placing cadets in small unit leadership roles in practical situations. Emphasizes acquisition of intermediate individual soldier skills and tactical theory.

Advanced Courses

These courses are designed to prepare juniors and seniors who have agreed to seek a commission as officers in the United States Army. Freshmen and sophomores may not take the Advanced Courses.

302. Advanced Military Skills.*Fall and Spring (0,0) Andersen. Prerequisites: MIL 101, MIL 102, MIL 201, MIL 202 or equivalent, and contract status in ROTC.*

Study of general military leadership subjects to reinforce skills in preparation for Advanced Camp. Among subjects presented are practical leadership, training techniques, marksmanship, land navigation, orienteering, drill and ceremonies, and physical conditioning.

303. MS III Leadership Laboratory.*Fall, Spring. Andersen.*

Taken with Military Science 302. Develops advanced leadership skills by requiring cadets to train and lead units of 10 to 40 fellow cadets. Includes intensive study of Army equipment, techniques and operational doctrine to achieve advanced proficiency.

401. Leadership and Management.*Fall (2) Holman, Sheffler. Prerequisite: MIL 302.*

This course will build on competencies attained through previous Military Science Course and training. Introduction to Army Operations and training management, communication and leadership skills will support the final transition from student to Army Officer. Coordinating activities as a staff and counseling skills as well as in-depth study of key officer knowledge and competencies are covered.

402. Military Justice, Law of Land Warfare and Organizational Management Studies.*Spring (1) Holman, Sheffler. Prerequisite: MIL 302.*

In this final course, students are instructed in the Laws of Land Warfare, Military logistics management and Military Law. Concurrently, students will serve as cadet battalion staff members planning and conducting training events such as field training exercises and organized physical fitness training. Cadets will also be exposed to emerging military technologies and conduct readings in military history and historical case studies.

403. MS IV Leadership Laboratory.*Fall, Spring. Holman, Sheffler.*

Taken with Military Science 401 and 402. Develops advanced leadership and management expertise in the evaluation of subordinates, performance counseling, mentoring and development of programs of training for units of 100 or more members.

404. Independent Study in Military Science.*Fall or Spring (1) Sheffler.*

This course provides ROTC cadets who have completed their Advance Course program the opportunity to conduct detailed research and independent study on a current problem or topic associated with the military. Program of study will be arranged individually with a faculty advisor. Admission by consent of the chair of the department. This course may be repeated if there is no duplication of topic.

Requirements for Commissioning

There are two ways to qualify for a commission, which is granted upon graduation from the College of William and Mary:

1. Four-year program
 - a. Complete all of the above courses in sequence, one during each semester.
 - b. Successfully complete a five-week Advanced Camp during the summer between junior and senior years.
 - c. Be enrolled in a two-hour leadership laboratory each semester.
 - d. Complete a designated military history course, computer literacy course and written communications course.
 - e. Be recommended by the Professor of Military Science.
2. Two-year program
 - a. Successfully complete a five-week Basic Camp during the summer between sophomore and junior years. This attendance validates the Basic Courses. Prior military service or three years of experience in a Junior ROTC program also allows for direct placement into the Advanced Courses.
 - b. Complete all the above Advanced Courses.
 - c. Successfully complete a five-week Advanced Camp during the summer between junior and senior years.
 - d. Be enrolled in a two-hour leadership laboratory each semester of the junior and senior years.
 - e. Complete a designated military history course, computer literacy course and a written communications course.
 - f. Be recommended by the Professor of Military Science.

Career Placement

Graduates who have completed the Military Science electives may be commissioned as Second Lieutenants in the United States Army with a competitive starting salary of \$30,000, increasing to \$50,000 within four years, benefits and annual leave. They perform their service in one of two ways: full-time, known as Active Duty or part-time, known as Reserve Forces Duty.

Modern Languages and Literatures

ASSOCIATE PROFESSOR **Anemone** (Chair), PROFESSORS **Greenia, Houle, Monson** and **St. Onge**. ASSOCIATE PROFESSORS **Arries, Buck, Cate-Arries, Eisele, Fauvel** (Montpellier), **Guenther, Jian, Kulick, M. Leruth** (On leave), **Longo** (On leave), **Smith** (Associate Department Chair), **Stock** (Reves Center), **Tang, Taylor** and **Triolo**. ASSISTANT PROFESSORS **Armbrecht, Campbell, Cherkaoui, Dinitto, Hatcher, Marchante-Aragon, Pacini, Prokhorov** and **Tandeciarz**. VISITING ASSISTANT PROFESSORS **Deiulio** and **Root**. INSTRUCTORS **Boyland, Edery, Feyock, Ginzbursky-Blum, Kato, Martin, Rubio, Tasaka** and **Zeng**. LECTURERS **Avellanet, Fleming, Sykes** and **Toney**. LANGUAGE LABORATORY DIRECTOR **Pada**.

The Program

The proficiency requirements and placement policies for foreign languages are indicated on page 69. The Department of Modern Languages and Literatures offers instruction in eight languages (Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish). In addition to beginning, intermediate and advanced language courses, MLL also offers instruction in the analysis of literature, film and culture taught both in the foreign languages and in English. In collaboration with the Global Education office in the Reves Center, MLL sponsors summer, semester and year-long study abroad programs in more than ten countries in Europe, Asia, Latin America and Africa. On-campus, interested students may choose to live in one of seven foreign language houses, where foreign students in residence provide an opportunity for unstructured language learning, organize an active schedule of cultural events conducted in the foreign language, and serve as a source of information on their native countries.

While the study of foreign languages and literatures has always been a cornerstone of the liberal arts experience, the mission of MLL at William and Mary includes preparing students for graduate and professional training in a wide range of disciplines, among which are foreign and comparative literature, language teaching, international studies and relations, business, law and government service. Many of our students combine the study of one or more foreign languages with concentrations such as Government, International Studies, History or Business.

Requirements for Concentration

The Department of Modern Languages and Literatures offers concentrations in French, German and Hispanic Studies. The precise requirements for the various "tracks" of these concentrations can be found under the appropriate language. All Modern Languages and Literatures concentrations include a wide range of courses in language, literature, film and culture, most of which are taught in the foreign language. Concentrators in Modern Languages and Literatures are required to take MLL 250 (1 credit) to satisfy the Concentration Computing Proficiency Requirement. To satisfy the Concentration Writing Requirement in German, a student must earn a grade of C- or better on the writing component of one course numbered 301 or higher, which the student selects from a departmental listing of approved courses. The Concentration Writing Requirement in French is satisfied by a grade of C- or better in French 450. In Hispanic Studies, students fulfill the Concentration Writing Requirement by receiving a grade of C- or better in Hispanic Studies 493.

Interdisciplinary Programs

MLL plays a central role in numerous interdisciplinary and international programs at the College, among which are East Asian Studies, Latin American Studies, Literary and Cultural Studies, Middle Eastern Studies, Russian Studies, and Women's Studies. For further information about these programs, see the appropriate pages in this catalog.

Description of Courses

Modern Languages

Requirements for the Minor in Teaching English as a Foreign/Second Language

A minor in TEFL/TESL requires a minimum of 18 credit hours (normally 6 courses), distributed as follows:

- MLL 345 – Methods in Teaching English as a Second/Foreign Language (ESL/EFL), or ED 442
- MLL 346 – Foreign Language Acquisition Processes: Theory and Practice
- MLL 347 – Materials Development and Curriculum Design in Foreign Languages/English as a Second Language
- ENG 307, FR 304, or HS 407 – Phonetics and Phonology
- MLL 400 – Internship/Practicum in Teaching English as a Second Language
- MLL 411 – Independent Study

Note: another 300/400 level relevant course may substitute, if approved in advance by the MLL Department chair in consultation with TEFL/TESL program faculty.

MODERN LANGUAGES

150. Freshman Seminar.

Fall or Spring (3) Staff.

Topic of this course will vary year to year. An exploration of a specific topic in literary, culture or linguistic studies. Writing is emphasized. Normally available to first-year students. Course may be repeated for credit if topic varies.

250. The Impact of New Technology on Modern Languages.

Fall, Spring (1,1) G. Smith. Prerequisite: Declared concentration in French, German or Hispanic Studies, or permission of instructor.

An introduction to ways in which modern technology is transforming the teaching and learning of foreign languages, literatures and cultures.

345. Methods in Teaching English as a Second/Foreign Language (ESL/EFL).

Alternate Fall semesters - Fall 2002, Fall 2004 (3) Kulick. Prerequisite: Two semesters of a modern foreign language or equivalent, or permission of instructor.

Instructional methodology for teaching foreign languages including English as a second or foreign language. Focus on skill development, cultural instruction, curriculum planning, assessment, technology and materials development in foreign language teaching.

346. Foreign Language Acquisition Processes: Theory and Practice.

Alternate Fall semesters - Fall 2003, Fall 2005 (3) Kulick. Prerequisite: Two semesters of a modern foreign language or equivalent, or permission of instructor.

How are foreign languages acquired? Factors influencing individual variation in skill and fluency include language transfer, optimal input, age, learning styles and language dysfunction. Focus on foreign language acquisition with respect to learning theory, neurological, physical, cognitive and social development.

347. Materials Development and Curriculum Design in Foreign Languages/English as a Second Language.

Fall, Spring (variable credit) Arries, Kulick.

Topics will focus on issues related to Foreign Language Pedagogy or Second Language Acquisition. Possible topics include: materials development and evaluation, assessment of foreign language skills, technology in foreign language instruction, etc. Course may be repeated for credit if topics differ.

360. Topics in Modern Languages, Literatures and Cultures.

Fall and/or Spring (variable credit) Staff.

The topic of this course will vary from year to year, but will cover material related to literary, linguistic or cultural aspects of world civilizations. Course may be repeated for credit if topic varies.

400. Internship/Practicum in Teaching English as a Second Language.

Fall, Spring, Summer (3,3,3) Arries, Kulick. Prerequisite: Permission of instructor.

The internship/practicum in Teaching English as a Second/Foreign Language provides students the opportunity to apply in a practical setting, the theories, techniques and strategies of TESL. Requirements include a pre-approved project, a journal, a portfolio and final presentation.

411. Independent Study.

Fall, Spring (3,3) Arries, Kulick. Prerequisite: Permission of instructor.

Designed to permit an in-depth study in an area of foreign language pedagogy or second language acquisition not available in current course offerings. A written petition to the instructor and approval are required before registration.

490. Intensive Foreign-Language Institute for Teachers.

Summer (4) Staff.

A seminar in foreign language teaching methodology that focuses on the study and application of pedagogical methods and theories concerning the evaluation of learning.

510,511. Graduate Seminar for Foreign Language Teachers.

Summer only (3) Arries, Kulick.

Seminars on technological, pedagogical and cultural topics related to teaching of foreign languages. These courses may be repeated for credit if topic varies.

ARABIC**101. Elementary Arabic I.**

Fall (4) Cherkaoui. Corequisite: ARAB101D.

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading and speaking. Three hours in class, two hours in drill class and sessions in the language laboratory.

102. Elementary Arabic II.

Spring (4) Cherkaoui. Prerequisite: ARAB101 or consent of instructor. Corequisite: ARAB102D.

Training in reading, writing and aural-oral skills. Emphasis on modern standard Arabic, with introduction to spoken idiom. Work includes intensive practice in listening, reading and speaking. Three hours in class, two hours in drill class and sessions in the language laboratory.

200. Arabic Studies in the Morocco Summer Program: Language, Literature and Culture.

Summer (1-4) Staff. Prerequisite: Acceptance by selection committee.

This number is intended for courses completed in Morocco. May be repeated for credit.

201. Intermediate Arabic I.

Fall (4) Eisele. Prerequisite: ARAB102 or consent of instructor. Corequisite: ARAB201D.

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 102. Reading and discussion focuses on modern texts with introduction to Classical texts. Three hours in class, two hours in drill class and sessions in the language laboratory.

202. Intermediate Arabic II.

Spring (4) Eisele. Prerequisite: ARAB201 or consent of instructor. Corequisite: ARAB202D.

Continued training in grammar, reading, writing and aural-oral skills. An emphasis on standard Arabic introduction of the spoken idiom is continued from Arabic 201. Reading and discussion focuses on modern texts with introduction to Classical texts. Three hours in class, two hours in drill class and sessions in the language laboratory.

300. Arabic Studies Summer Program: Language.

Summer (1-4) Staff. Prerequisite: Acceptance by selection committee.

This number is intended for courses completed in Morocco. May be repeated for credit.

301. Advanced Arabic I: Introduction to Arabic Literature and Society.

Fall (3) Cherkaoui. Prerequisite: ARAB202 or consent of instructor.

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

302. Advanced Arabic II: Arabic Literature and Society.

Spring (3) Cherkaoui. Prerequisite: ARAB301 or consent of instructor.

Examination of issues facing modern Arab societies through reading/viewing and discussion of articles, literary texts and audio-visual materials. Conducted entirely in Arabic. Weekly writing assignments.

305. Directed Readings in Arabic.

Fall (3) Staff. Prerequisite: ARAB302 or consent of instructor.

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

306. Directed Readings in Arabic.

Spring (3) Staff. Prerequisite: ARAB 305 or consent of instructor.

This course is designed for students who are interested in pursuing the study of the Arabic language through in-depth readings in Arabic literature or other types of cultural expression.

309. Survey of Arabic Literature in Translation.

(GER 4B,5) Fall (3) Eisele.

A survey of Arabic literary tradition from the 7th century to the present, with a focus on continuity and change, influence, and major trends, themes and genres.

310. Topics in Modern Arabic Literature in Translation.*(GER 4B,5) Spring (3) Eisele.*

An in-depth study of genre/theme in modern Arabic literature emphasizing the importance of literature as a representation of modern Arab culture and society. May be repeated for credit when topic varies.

411. Independent Study.Fall and Spring (3,3) Eisele, Cherkaoui*

This course is designed to permit in-depth study of Arabic texts in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

CHINESE**Requirements for Minor in Chinese Language and Literature**

A minor in Chinese Language and Literature requires 20 hours beyond 202, no more than 6 of which may be taken in courses taught in English. No course for the minor may be taken pass/fail.

101. Elementary Chinese I (Mandarin).*Fall (4) Zeng. Corequisite: CHI 101D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

102. Elementary Chinese II (Mandarin).*Spring (4) Zeng. Prerequisite: CHI 101 or permission of instructor. Corequisite: CHI 102D.*

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

111. Chinese for Heritage Speakers.*Fall (3) Zeng.*

For students with basic oral-aural skills, While focusing on reading and writing, it continues to provide training in listening and speaking.

150W. Freshman Seminar Topics in English.*(GER 4B) Fall or Spring (4) Jian.*

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first year students.

200. Chinese Studies in Beijing Program I.*Summer Staff. Prerequisite: CHI 102*

This number is intended for language courses completed in China. Intensive language training at the intermediate level.

201. Intermediate Chinese I (Mandarin).*Fall (4) Tang. Prerequisite: CHI 102 or permission of instructor. Corequisite: CHI 201D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

202. Intermediate Chinese II (Mandarin).*Spring (4) Tang. Prerequisite: CHI 201 or permission of instructor. Corequisite: CHI 202D.*

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

211. Chinese for Heritage Speakers.*Spring (3) Zeng. Prerequisite: CHI 111.*

For students with basic oral-aural skills. While focusing on reading and writing, it continues to provide training in listening and speaking. Completion of this course satisfies language requirement.

280. Asian Cultures Through Film.*(GER 4B) Fall or Spring (3) Tang.*

An introduction to Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, political and cultural themes as they vary across time and across Asian countries. (Cross listed with JAPN280).

300. Chinese Studies in Beijing Program II.

Summer and Fall (variable) Staff. Prerequisites: CHI 202 and acceptance by Selection Committee.

This number is intended for courses completed in China. Intensive oral-aural training at the upper-intermediate level. This course may be repeated for credit.

301. Upper-Intermediate Chinese I.

Fall (4) Staff. Prerequisite: CHI 202 or consent of instructor. Corequisite: CHI 301D.

Continued training in conversation, grammar and composition with special emphasis on reading and writing. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

302. Upper-Intermediate Chinese II.

Spring (4) Staff. Prerequisite: CHI 301 or consent of instructor. Corequisite: CHI 302D.

Continued training in conversation, grammar and composition with special emphasis on reading. Three hours in the Master Class, two hours in the drill class, two sessions in the language laboratory.

303. Topics in Chinese Language, Civilization or Literature.

Fall and Spring (3,3) Staff. Prerequisites: CHI 202 and acceptance by Selection Committee.

This course is offered every fall in Beijing and/or every spring at the College. Topics include current newspaper readings, radio broadcast comprehension and radio video plays. Course may be repeated for credit if the topic varies.

309. Survey of Chinese Literature in English.

(GER 4B,5) Fall or Spring (3) Jian, Tang.

An introduction to major works of Chinese literature, including the Confucian classics, poetry, drama, short stories and the novels, with emphasis on its cultural and historical context.

312. Special Issues in Chinese Poetic Tradition (In Translation).

Fall or Spring (3) Tang.

An examination of selected issues in Chinese poetic tradition through extensive reading of classical Chinese poetry and comparison between traditional Chinese poetics and contemporary Western literary theories.

316. Women in Chinese Literature (In Translation).

(GER 5) Fall or Spring (3) Tang.

This course examines the presence and the presentation of women in Chinese literature. Readings include poetry, novel and drama, drawing heavily on historical and philosophical texts such as the Book of Changes and the Book of Rites. Taught in English. (Cross listed with WMST314)

322. Twentieth-Century Chinese Literature in English.

Fall or Spring (3) Jian.

A study of major 20th-century works, trends and movements. Pays special attention to the period from the end of the Cultural Revolution (1976) to present.

401. Advanced Chinese I.

Fall (3) Tang. Prerequisite: CHI 302 or permission of instructor.

Continued training in conversation, grammar and composition, with special emphasis given to reading and writing in a variety of situations and materials.

402. Advanced Chinese II.

Spring (3) Tang. Prerequisite: CHI 401 or permission of instructor.

Continued training in conversation, grammar and composition, with special emphasis given to reading and writing in a variety of situations and materials.

410. Advanced Topics in Chinese Language, Civilization or Literature.

Fall or Spring (3) Staff. Prerequisite: CHI 303 or permission of instructor.

An in-depth study of a limited topic in Chinese language, civilization or literature. Topics include classical Chinese language and Chinese cinema. This course may be offered locally at the College or abroad in the Chinese Studies in Beijing Program. Course may be repeated for credit when topics differ.

***411. Independent Study.**

Fall and Spring (3,3) Jian, Tang, Zeng. Prerequisite: CHI 302 or CHI 303.

This course is designed to permit an in-depth study of the Chinese language or literature not available in current course offerings. A written petition to the instructor and approval of the department chair is required before registration. Course may be repeated for credit if topic varies.

French

Requirements for Concentration

A concentration in French requires a minimum of 33 credit hours of course work in French and 1 credit hour of course work to satisfy the Concentration Computing Requirement (MLL 250).

The courses to fulfill these requirements are chosen as follows:

1. French 305; French 314; French 315; French 450 (satisfies the Concentration Writing Requirement).
2. Two advanced literature courses: one pre-1800 and one post-1800 taken from French 316 through 385 and 391.
3. Two electives in French at the 300 and 400 levels, including French 151 (excluding French 386).
4. A) Literature option: 3 additional literature courses (at least one pre-1800 and one post-1800).
 B) Civilization/Culture option: 3 additional courses from among the following: 307, 308, 309, 310, 390, 393.
 C) Language option: 3 additional courses from among the following: 304, 392, 406, 408, 410, MLL 346.
 D) Interdisciplinary option: 3 additional courses outside the French section of the Department of Modern Languages. These courses must be selected in consultation with a Faculty Concentration Advisor and subsequently approved by the French Faculty. Departments and Programs offering appropriate courses include: African Studies; Anthropology; Art History; Classical Studies; Economics; English; Film Studies; Government; History; Linguistics; Literary & Cultural Studies; Modern Languages and Literatures; Music; Philosophy; Religion; Sociology; Theatre; Women's Studies.

Students will choose their faculty advisor from among the French faculty and select an option from among the three choices when declaring their concentration in French. Students considering a career in teaching are strongly encouraged to consult with Professor Kulick when designing their concentration in French. All concentrators are strongly encouraged to include study abroad in a French speaking context at some point in their undergraduate experience.

Requirements for Minor

A minor in French requires a minimum of 18 credit hours, including 315 and 305, and 12 additional credit hours at the 300 and/or 400 level and 151. Students may not take 386 or 388 as part of a minor in French.

Competency in French

Students concentrating in Art and Art History, in the Social Sciences, or those who select an interdisciplinary program such as International Studies, Western European Studies, Literary and Cultural Studies and who wish primarily to acquire competency in French will find a variety of French courses designed to give them the competency they seek. After having completed French 210 or 212 the following sequence is recommended: 305, 306, 314, 315, 307 or 308 or 309, 406.

Alternate Schedule of Courses

Tentative schedule of advanced courses in French, subject to change:

Fall 2002: 151, 304, 305, 306, 314, 315, 316, 350, 408.

Spring 2003: 305, 307, 315, 331, 341, 386, 390, 391, 406, 450.

FRENCH

101. Elementary French I.

Fall (4) Staff. Corequisite: FR 101D.

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

102. Elementary French II.

Spring (4) Staff. Prerequisite: FR 101. Corequisite: FR 102D.

An introduction to the French language designed to develop basic communicative competence in speaking and writing skills, and basic listening and reading comprehension of cultural materials. Preliminary introduction to selected aspects of the Francophone world. Four class hours.

150W. Freshman Seminar in English.

Fall and Spring (4,4) Staff.

Intended for freshmen who wish to satisfy the freshman writing requirement with the exploration of a specific topic in literary or cultural studies.

Topic for Fall 2002: Québec and the Quest for Identity.**151. Freshman Seminar (in French).***Fall and Spring (3,3) Staff.*

Freshman students with 4-5 years of high school French or a strong AP score are encouraged to enroll.

201. Intermediate French I.*Fall (4) Staff. Prerequisite: FR 102 or placement. Corequisite: FR 201D.*

A review of basic French grammar through development of writing, speaking, comprehension and reading skills, with additional emphasis on cultural and literary readings. Three class hours, two laboratory sessions.

202. Intermediate French II.*Fall and Spring (4,4) Staff. Prerequisite: FR 201 or placement by Achievement Test score or by department chair. Corequisite: FR 202D.*

Continued review of basic French grammar through development of writing, speaking and comprehension skills, with additional emphasis on cultural and literary readings. Four class hours.

206. Upper-Intermediate Conversation.*Fall, Spring, Summer in Montpellier (3,3,3) Staff. Prerequisite: FR 202. Or placement by Achievement Test score or consent of instructor.*

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary French life.

210. Introduction to Writing and Reading.*(GER 5) Fall, Spring, Summer in Montpellier (3,3,3) Staff. Prerequisite: FR 202. Or placement by Achievement Test score or by department.*

Continued development of all four language skills, with a special emphasis on reading and writing. This course will incorporate work with applied grammar, interactive video, film, and French and Francophone readings. Three class hours. (Formerly FR 205)

212. Cross-cultural Perspectives.*(GER 4C) Fall, Spring (3,3) Staff. Prerequisite: FR 202. Or placement by Achievement Test score or consent of instructor.*

An introduction to comparative cultural studies of the Francophone world. An exploration of the rich cultural exchanges among Francophone communities with an emphasis on their geographical, historical and social contexts. Sustained attention to oral and written expression.

299. French Studies Abroad at the Upper Intermediate Level.*Summer (1-3) Staff. Prerequisites: FR 210 or FR 212 and acceptance by Selection Committee.*

This number is intended for courses completed in France or in a Francophone country. May be repeated for credit.

300. French Studies Abroad at the Advanced Level.*Summer (1-3 credits variable) Staff. Prerequisites: FR 210 or FR 212 and acceptance by Selection Committee.*

This number is intended for courses completed in France or in a Francophone country. May be repeated for credit.

304. French Phonetics and Diction.*Fall (3) Kulick. Prerequisites: FR 206 or FR 210 or FR 212 or permission of instructor.*

Intensive study of concepts in articulatory phonetics and phonology in modern standard French. Readings in phonetic theory. Diagnostic evaluation of each student's pronunciation. Corrective phonetics.

305. Advanced Writing.*Fall and Spring (3,3) Staff. Prerequisite: FR 210, FR 212 or FR 151. Or placement by Achievement Test score or its equivalent.*

Applied grammar and intensive written work. French 305 is a prerequisite for upper-level French courses.

306. Advanced Conversation.*Fall and Spring (3,3) Staff. Prerequisites: FR 210, or FR 212 and FR 206.*

Intensive oral-aural training.

307. French Civilization I.

(GER 4A) Fall or Spring (3) Leruth. Prerequisite: FR 305.

Study of the evolution of French civilization (history, fine arts, music, architecture, etc.) from early times to 1643.

308. French Civilization II.

(GER 4A) Fall or Spring (3) Leruth. Prerequisite: FR 305.

Study of the evolution of French civilization from 1643-1900.

309. French Civilization III.

(GER 4A) Fall or Spring (3,3) Leruth. Prerequisite: FR 305.

Study of the history, fine arts, politics, institutions and everyday life of 20th-century France.

310. French Cinema.

(GER 4A) Fall or Spring (3) Fauvel, Monson. Prerequisite: FR 305.

History of the French cinema, especially since 1945, including an introduction to film technology and esthetics. Two class hours, two laboratory hours. This course is taught in French.

314. Introduction to French Cultural Studies.

(GER 4A) Fall (3) Staff. Prerequisite: FR 305.

An introduction to the field of French Cultural Studies through the analysis of evolving constructs of French national identity.

315. Introduction to French Literature.

(GER 4A,5) Fall and Spring (3,3) Staff. Prerequisite or corequisite: FR 305.

An introduction to the study of literature in France through representative texts, including explication de texte.

316. The Middle Ages.

Fall (3) Staff. Prerequisite: FR 315.

A study of French literature up to 1500: representative works. (Most texts are read in modern French translation.) (Formerly FR 311)

318. The Renaissance.

Spring (3) Staff. Prerequisite: FR 315.

A study of the major writers of the French Renaissance. (Formerly FR 312)

321. Seventeenth-Century French Literature I.

Spring (3) Houle. Prerequisite: FR 315.

Mostly theatre, chosen from among plays by Corneille, Moliere and Racine.

322. Seventeenth-Century French Literature II.

Fall (3) Houle. Prerequisite: FR 315.

Special topics.

331. Eighteenth-Century French Literature I.

Fall (3) Pacini. Prerequisite: FR 315.

Study of the novel and the theater of the 18th century.

332. Eighteenth-Century French Literature II.

Spring (3) Pacini. Prerequisite: FR 315.

A study of the major writers of the French Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau and others.

341. The Nineteenth Century: Romanticism.

Spring (3) Guenther. Prerequisite: FR 315.

A study of the major romantic writers in France.

342. The Nineteenth Century: The Novel.

Spring (3) Guenther. Prerequisite: FR 315.

The novel of the 19th century: Stendhal, Balzac, Flaubert, Zola, Maupassant and others.

350. Modern French Poetry.

Fall (3) St. Onge. Prerequisite: FR 315.

From the post-romantic poets to the present with special emphasis on Baudelaire, the Symbolists and the Surrealists.

351. Twentieth-Century French Literature I.

Spring (3) St. Onge. Prerequisite: FR 315.

A study of the principal novelists up to 1950: Colette, Gide, Proust, Sartre, Camus.

352. Twentieth-Century French Literature II.

Fall or Spring (3) Fauvel. Prerequisite: FR 315.

A study of major post-World War II contemporary novelists and critics in relation to the political and social currents of the age from Camus, Robbe-Grillet, Butor to Duras, Modiano, Toussaint and Redonnet, with reference to critics such as Barthes, Foucault, Derrida and Cixous.

355. Contemporary Women Writers in France.

Fall (3) Fauvel. Prerequisite: FR 315.

Readings selected from French women writers of the 20th and 21st centuries. The course will focus in particular on feminist issues.

385. Francophone African Literature I (in French).

(GER 4B) Spring (3) Hatcher. Prerequisite: FR 315.

A survey of works representative of contemporary Francophone African literature, from its renaissance mid-century in the Negritude movement through its creative explosion in the hands of second generation writers of the 1970s and 1980s.

386. Francophone African Literature II (in English).

Spring (3) Hatcher.

See course description for French 385. The works for French 386 will be read in English translation and will not duplicate those covered in French 385. This course cannot be included in the hours required for the concentration.

390. Topics in French/Francophone Culture and Civilization.

Fall or Spring (1-3) Staff. Prerequisite: FR 305.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

391. Topics in French/Francophone Literature.

Fall or Spring (1-3) Staff. Prerequisite: FR 315.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

392. Topics in French Language.

Fall or Spring (1-3) Staff. Prerequisite: FR 305.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

393. Topics in French/Francophone Cinema.

Fall or Spring (1-3) Staff. Prerequisite: FR 310.

Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

406. Contemporary Spoken French.

Fall and Spring (3,3) Staff. Prerequisite: FR 306.

Intensive training in the contemporary French idiom.

408. Comparative Stylistics and Translation.

Fall or Spring (3) Staff. Prerequisite: FR 305. Or consent of instructor.

An intensive course in writing and language analysis. Basic concepts in stylistics applied to writing in French and to the problems of translation.

410. French Philology.

(3) Monson. Prerequisite: FR 305. Or consent of instructor.

An introduction to French historical linguistics, including the history of the language, historical grammar, and the study of Old and Middle French texts.

***411. Independent Study.**

Fall and Spring (1-3, 1-3) Staff.

This course is designed to permit an in-depth study in an area of literature culture or linguistics not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration. May be repeated for credit if topic varies.

450. Seminar in French/Francophone Literature, Language or Culture.

Fall and Spring (3,3). Prerequisite for Literature Topic: at least 9 hours of 300 and/or 400 literature courses. Prerequisite for Language Topic: at least 9 hours of advanced level courses including 6 hours of language courses (or permission of instructor). Prerequisite for Cultural Topic: at least 9 hours of advanced-level courses including 6 hours of civilization/culture courses (or permission of instructor). Fulfills the Concentration Writing Requirement.

455. Seminar in Literary Theory.

Spring (3) Staff. Prerequisite: at least 9 hours of 300 and/or 400 literature courses.

A study of issues of representation, semiology and narrative strategy in literature. Theoretical emphasis will vary, but has included structuralist, psychoanalytic, feminist and other post-structuralist approaches to textual analysis. Literary and theoretical works will be considered. (In English.)

490. Intensive Foreign-Language Institute for Teachers of French.

(1-3 variable) Staff.

A workshop for language or cultural enhancement through content studies in French. May be repeated for credit.

†495-496. Honors.

Fall and Spring (3,3) Staff.

For College provisions governing the Admission to Honors, see page 72, or check the French department's web page.

German**Requirements for Concentration**

Concentrators in German may choose either of two tracks: German Literature or German Studies. Concentrators are strongly encouraged to study abroad in a German-speaking country. Courses taken in study abroad programs can count toward concentration requirements.

The recommended sequence of courses for concentrators and for minors is indicated by the prerequisites given for each course. These prerequisites may be waived, however, provided the student receives permission to do so from the course instructor and the coordinator for German.

German Literature Track

The German Literature track requires a total of 37 credit hours: 30 in German, 1 (MLL 250) to fulfill the concentration computing proficiency requirement, and 6 from a list of approved courses outside the German section, chosen in consultation with the concentration advisor.

The German courses to be taken are as follows:

1. Five specific courses:
 - a) 3 literary survey courses (301, 302, 303)
 - b) 1 advanced grammar, composition and conversation course (305 or 306) (Fulfills the concentration writing requirement)
 - c) 1 civilization course (307)
2. Five electives according to the following:
 - a) 1 above the 202 level (205, 206, 207, 208, 210 or above)
 - b) 1 at the 300 level or above (300, 308, 387, 390 or above) (With permission of the German coordinator, 150 may be substituted for 387.)
 - c) 3 at the 400 level (Independent Study [411] or Honors [495-496] may be counted as one of these courses.)

German Studies Track

The German Studies track requires a total of 37 credit hours: 27 in German, 1 (MLL 250) to fulfill the concentration computing proficiency requirement, and 9 from a list of approved courses outside the German section, chosen in consultation with the concentration advisor.

The German courses to be taken are as follows:

1. Four specific courses:
 - a) 207 - Introduction to German Cultural Studies
 - b) 1 advanced grammar, composition and conversation course (305 or 306) (Fulfills the concentration writing requirement)
 - c) 1 civilization course (307)
 - d) 408 - Senior Seminar in German Studies
2. Five electives according to the following:
 - a) 2 literature courses (208, 301, 302 or 303)
 - b) 1 topics course (300, 308, 387 or 390) (With permission of the German coordinator, 150 may be substituted for 387.)
 - c) 2 at the 400 level (Independent Study [411] or Honors [495-496] may be counted as one of these courses.)

Requirements for Minor

A minor in German requires a minimum of 21 credit hours in courses above 202. For the German Literature track, these courses must include 208, 305, and 307. For the German Studies track, these courses must include 207, 305, and 307. At least two of the remaining courses must be at the 300 level or above.

The recommended sequence of courses for concentrators and for minors is indicated by the prerequisites given for each course. These prerequisites may be waived, however, provided the student receives permission to do so from the course instructor and the coordinator for German.

GERMAN

101. Elementary German I.

Fall (4) Staff. Corequisite: GER 101D.

Training in grammar, pronunciation, listening, speaking, reading and writing skills. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

102. Elementary German II.

Spring (4) Staff. Prerequisite: GER 101. Corequisite: GER 102D.

Training in grammar, pronunciation, listening, speaking, reading and writing skills. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

150. Freshman Seminar Topics.

Fall and Spring (3,3) Staff.

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first-year students. 150 does not meet the freshman writing requirement.

150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

An exploration of a specific topic in literary or cultural studies. Readings, class discussions and writing assignments are in English. Normally open only to first-year students. 150W meets the freshman writing requirement.

201. Intermediate German I.

Fall (4) Deivilio. Prerequisite: GER 102 or equivalent. Corequisite: GER 201D.

Training in grammar, pronunciation, listening, speaking, reading and writing skills. Three hours in the Master Class, one hour in the drill class and two sessions in the language laboratory.

202. Intermediate German II.

Spring (3) Staff. Prerequisite: GER 201 or equivalent.

Readings of German cultural and literary texts. Training in pronunciation, speaking, listening comprehension, reading and writing. Three hours in the Master Class, two sessions in the language laboratory.

205. Upper-Intermediate Grammar and Composition.

Fall (3) Taylor. Prerequisite: GER 202 or equivalent.

A course beyond the College's foreign language requirement proficiency level stressing written discourse and the rhetorical notions necessary for grammatical and cultural competence in reading and writing. Practice in the writing of essays on literary and/or cultural themes.

206. Upper-Intermediate Conversation.

Spring (3) Feyock. Prerequisite: GER 202 or equivalent.

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentations on themes in contemporary German life.

207. Introduction to German Cultural Studies.

(GER 4A, 5) Fall (3) Taylor. Prerequisite: GER 202 or equivalent.

Introduction to the methodologies of German Studies. Will examine the construction of culture and the ways it is studied. Serves as an introduction to the concentration track in German Studies and as a prerequisite for 300-level courses.

208. Introduction to German Literature.

(GER 5) Spring (3) Staff. Prerequisite: GER 202 or equivalent.

An introductory course in critical reading and writing in German, designed to increase the student's understanding and appreciation of the art of literature. May be used as an introductory step to the 300 courses.

210. Topics in German Language.

Spring (3) Staff. Prerequisite: GER 205 or 206 or permission of instructor.

Course may be repeated for credit when topics differ.

300. German Studies in the Muenster Summer Program.

Summer (Variable) Staff. Prerequisite: Acceptance into the program.

This number is intended for directed study courses in Germany. May be repeated for credit.

301. German Literature from the Beginning to 1700.

(GER 4A) Spring (3) Staff. Prerequisite: GER 208 or GER 307.

A survey of German literature from its beginning to the end of the Baroque.

302. German Literature from 1700 to 1832.

(GER 4A) Spring (3) G. Smith. Prerequisite: GER 208 or GER 307.

A survey of German literature covering the periods of Enlightenment, "Sturm and Drang," Classicism and Romanticism.

303. German Literature from 1832 to 1945.

(GER 5) Fall (3) G. Smith. Prerequisite: GER 208 or GER 307.

A survey of German literature covering the periods of Biedermeier, Young Germany, Poetic Realism, Naturalism, Impressionism, Expressionism and the Weimar Republic.

305. Advanced Grammar, Composition and Conversation.

Fall and Spring (3,3) Guenther. Prerequisite: GER 205 or GER 206.

Advanced training in grammar, composition and conversation. Discussion and writing on topics related to contemporary German culture.

306. Grammar, Composition and Conversation in the Muenster Summer Program.

Summer (variable) Staff. Prerequisite: Acceptance into the program.

Advanced training in grammar, composition and conversation in the total immersion environment of the Muenster Summer Program.

307. The German Speaking Peoples and Their Civilization.

Fall (3) Deulio. Prerequisite: GER 206 or GER 208.

This course presents the most important elements of Germanic civilization and is designed as an introductory step to other 300-level courses. It includes illustrated lectures, readings and films.

308. Topics in German Civilization.

Spring (3) Staff. Prerequisite: GER 307 or permission of instructor.

Course may be repeated for credit when topics differ.

Topic for Spring 2003: Berlin. Guenther.**387. Topics in German Literature and Culture.***Fall and Spring (3,3) Staff.*

Taught in English. Topic will be indicated in the schedule of classes. May be repeated for credit if topic differs.

390. Topics in German Literature, Language and Culture.*Fall and Spring (3,3) Staff.*

Taught in German. Topic will be indicated in the schedule of classes. May be repeated for credit if topic differs.

401. Goethe.*Fall (3) Staff. Prerequisite: GER 302.*

Reading and interpretation of major works by Goethe (prose, drama, lyric poetry).

402. German Poetry.*Fall (3) Staff. Prerequisite: GER 302 or GER 303.*

Reading and interpretation of outstanding lyric poetry from Goethe to the present.

403. German Drama from Romanticism to 1945.*Spring (3) Staff. Prerequisite: GER 302 or GER 303.*

A study of German drama from Romanticism to Expressionism and the epic theater, emphasizing such authors as Kleist, Grillparzer, Hauptmann, Zuckmayer and Brecht.

404. Twentieth-Century German Literature.*Spring (3) Staff. Prerequisite: GER 303.*

An intensive study of the literature of our own age, with emphasis on the drama and the novel since 1945.

405. Twentieth-Century German Women Writers.*Fall (3) Taylor. Prerequisite: One 300-level course in German literature or culture.*

Reading and interpretation of literature written by 20th-century women in Germany (West and East), Austria and Switzerland.

407. The German Novelle.*Fall (3) Staff. Prerequisite: GER 302 or 303 or 308.*

An intensive study of the German Novelle and its theory from the Romantic Age to 1945, encompassing such authors as Tieck, Kleist, Eta Hoffman, Keller and Thomas Mann.

408. Senior Seminar in German Studies.*Fall (3) Taylor. Prerequisite: GER 207 and GER 307.*

Provides a capstone experience for the German Studies track of the German concentration. Organized around topics which will change each semester, this course requires students to apply the tools of German Studies to an independent research project.

410. Special Topics in German Literature.*Spring (3) Staff. Prerequisite: One 300-level course in German literature or culture.*

An in-depth study of a limited topic in German literature or in the relationship between literature and other disciplines. Course may be repeated for credit when topics differ.

411. Independent Study.*Fall or Spring (variable) Staff. Prerequisites or corequisites: Two other 400-level German courses (401-410).*

This course is designed to permit an in-depth study in an area of literature not available in current course offerings. A written petition to the instructor and approval of the Coordinator for German are required before registration. Course may be repeated for credit if topic varies.

490. Intensive Foreign-Language Institute for Teachers of German.*Summer Only (2) Staff. This course may be repeated if the content is basically different.*

A workshop for language or cultural enhancement through content studies in German.

†495-496. Honors.*Fall and Spring (3,3) Staff. Prerequisites or corequisites: Two other 400-level German courses (401-410).*

For College provisions governing the Admission to Honors, see page 72.

Hispanic Studies (formerly Spanish)

Hispanic Studies is an issues-based, interdisciplinary curriculum that seeks to make students proficient in Spanish and the analysis of Hispanic cultures.

Requirements for Concentration

A minimum of 33 semester credits (plus 1 for MLL 250 Concentration Computing Proficiency) are required for the concentration in Hispanic Studies distributed in the following manner.

3 credits of Introduction to Hispanic Studies – HS 280 or HS 281.

15 credits of Hispanic Studies core courses – HS 380, 381, 382, 383, 384, 385, 387, 390, 391, 480, 481, 482, 483, 484, 485, 486, 487, 489, and 495-496.

3 credits in the senior research course – HS 493.

6 credits outside the Modern Languages department selected in consultation with concentration advisor.

6 credits above the 300 level in Hispanic Studies, relevant Modern Language courses, or study abroad.

Practicum – fulfilled through a specific course with a field experience – HS 382, 383, 483, 484 or through an alternative mentored field experience selected after consultation with advisor

Concentration Writing Requirement is fulfilled through the senior research course – HS 493..

Requirements for Minor

A minor in Hispanic Studies requires a minimum of 21 credits including 301 or 302, 303 or 304, and at least 15 additional credits chosen from courses numbered 208 and above, with the exception of 397 and 398. HS 151 may also count towards the minor.

HISPANIC STUDIES

101. Elementary Spanish I.

Fall (4) Staff. Corequisite: HS 101D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class.

102. Elementary Spanish II.

Spring (4) Staff. Prerequisite: HS 101. Corequisite: HS 102D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class.

150. Freshman Seminar.

Fall or Spring (3) Staff.

Exploration of specific topics in Hispanic literary and cultural studies to be conducted in English. Normally available only to freshmen. Cannot be used for concentration or minor in Hispanic Studies.

150W. Freshman Seminar.

Fall or Spring (4) Staff.

Exploration of specific topics in Hispanic literary and cultural studies to be conducted in English. Writing intensive. Normally available only to freshmen. Cannot be used for concentration or minor in Hispanic Studies.

151. Freshman Seminar.

Fall or Spring (3) Staff.

Exploration of specific topics in Hispanic literary and cultural studies to be conducted in Spanish. Writing intensive. Normally available only to freshmen with advanced skills in Spanish, such as those with AP scores of 4 or 5. Cannot be used for concentration in Hispanic Studies; may be used for the minor.

201. Intermediate Level Spanish I.

Fall (3) Staff. Prerequisite: HS 102 or placement by SAT II Test score.

A review and continuation of the study of Spanish grammar, incorporated with the continued development of reading, writing, speaking and comprehension skills.

202. Intermediate Level Spanish II.

Fall and Spring (3,3) Staff. Prerequisite: HS 201 or placement.

A review and continuation of the study of Spanish grammar, incorporated with the continued development of reading, writing, speaking and comprehension skills. Selected readings from Spanish and Spanish-American Literature.

206. Upper-Intermediate Conversation.

Spring (3) Staff. Prerequisite: HS 202 or equivalent, placement by SAT II Test score or consent of instructor.

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse in developing communicative ability in the language. Practice in simulated foreign cultural contexts through discussion and student presentation on themes in contemporary Hispanic life.

207. Cross-Cultural Perspectives: The U.S. and the Spanish-speaking World.

(GER 4C) Fall and Spring (3,3) Staff. Prerequisite: HS 202 or equivalent.

An introduction to the Hispanic cultures of Latin America, Spain and the United States that stresses oral and written discourse and grammatical and cultural competence. Practice in the writing of analytical essays on cultural themes.

208. Fundamentals of Literary Criticism.

(GER 5) Fall and Spring (3,3) Staff. Prerequisite: HS 202 or equivalent.

An examination of selections of Hispanic literature to develop an understanding of methods of evaluating literary works.

280. Introduction to Hispanic Studies.

Fall and Spring (3,3) Staff.

This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English. Discussion sections offered in English.

281. Introduction to Hispanic Studies.

Fall and Spring (3,3) Staff. Prerequisite: HS 202 or equivalent required; HS 207 or equivalent recommended.

This course provides an overview of the field of Hispanic Studies through an examination of film, literature, visual arts and other forms of cultural production. Lectures in English. Discussion sections offered in Spanish.

300. Hispanic Studies in William and Mary Global Education Programs.

Summer, Spring, Fall (3,3,3) Staff. Prerequisite: HS 202 or approval of Selection Committee.

Hispanic studies in the William and Mary global education programs. Course may be repeated for credit.

301. Spanish Literature from the Beginnings to 1700.

(GER 5) Fall (3) Staff. Prerequisite: HS 151, 208 or 281.

Survey of Peninsular Spanish literature before 1700.

303. Latin American Literature of the Colonial Period.

(GER 5) Fall (3) Staff. Prerequisite: HS 151, 208 or 281.

Survey of Latin American literature from its beginnings to the end of the colonial period.

304. Latin American Literature from the Colonial Period to the Present.

Spring (3) Staff. Prerequisite: HS 151, 208 or 281.

Survey of Latin American literature from the end of the colonial period to the present.

305. Advanced Composition and Grammar.

Fall and Spring (3,3) Staff. Prerequisite: HS 207 or placement by Advanced Placement score.

Intensive practice of registers and styles of Spanish prose composition with a review of grammar and syntax.

306. Advanced Conversation.

Fall or Spring (3) Staff.

Intensive oral-aural training with special attention to the Hispanic cultural context. Advanced training in the spoken language that builds upon skills acquired in HS 207.

307. Cultural History of Spain.

Fall (3) Staff. Prerequisites HS 207, 208 or 281.

A survey of artistic and literary trends as they relate to the history of Spain.

308. Cultural History of Spain.

Spring (3) Lavin. Prerequisites: HS 207, 208 or 281.

A survey of artistic and literary trends as they relate to the history of Spain.

311. Cultural History of Latin America from Colonial Period to the Present.

Spring (3) Staff. Prerequisite: HS 207, 208 or 281.

A survey of Latin American civilization and culture from the colonial period to the present.

317. The Art of Spanish Text Translation.

Fall (3) Arries. Prerequisite: HS 208 or permission of instructor.

A study of translation methods and theory applied to literary, technical and commercial texts. Students will engage in class discussions, group problem-solving exercises via listserv, in independent work and the design of a portfolio as major course components.

380. Cultural Transformation: The Case of Cuba and Puerto Rico.

Spring (3) Staff. Prerequisite: HS 207, 208 or 281.

The course examines the relationship between expressive culture (literature, film, popular music) and the formation of cultural identity in two contexts: Cuba and Puerto Rico. HS core course.

381. Issues in Mexican Culture: Borders, Markets and Shifting Identities.

Spring (3) Longo, Staff. Prerequisite: HS 207, 208, 281 or permission of instructor.

This course analyzes border issues, local/global markets and national/regional identities. It focuses on the negotiation of power in relation to these themes. Students read texts by authors whose works address Mexican culture from the colonial period to the present. HS core course.

382. Issues in Mexican Culture: On-Site Research.

Summer (1) Staff. Prerequisite: HS 381 or permission of instructor.

Students construct a research project on Mexican culture as part of the W&M summer study program in Mexico. Topics include the analysis of borders, markets and shifting identities. Satisfies the Hispanic Studies practicum requirement.

383. Issues in Visual Culture.

Spring (3) Stock, Staff. Prerequisite: HS 207, 208, 281 or permission of instructor.

Hispanic visual culture located itself on a series of borders where national cultures meet, forms (film, photography, painting, advertising) are fused, and images engage with their creation and exhibition contexts. Emphasis on representation, interpretation and identity construction. Satisfies HS practicum requirement. HS core course.

384. Landscapes of Spain: Real Places, Imagined Spaces.

Spring (3) Buck, Cate-Arries, Staff. Prerequisite: HS 207, 208, 281 or permission of instructor.

This survey course explores how Spanish writers and artists from the 18th century to the present inscribe "place" (literary landscapes, imagined spaces, geographical locations) according to changing concepts of Spanish history, cultural identity, and modes of representation. HS core course.

385. Modern Spanish Culture: The Politics of Identity.

Fall and Spring (3,3) Buck, Cate-Arries, Staff. Prerequisites: Previous or concurrent enrollment in HS 207, 208, 281 or permission of instructor.

This course explores how the sites of Spanish culture (monuments, canonical works of art, literature, music, political/cultural heroes, iconic historical events) tell the story of Spanish history, encode national myths, or may be subverted to express marginalized/alternative forms of identity. HS core course.

387. Sound, Meaning and Identity.

Fall (3) Arries. Prerequisite: HS 151, 208 or 281.

This course introduces students to phonetics and sociolinguistic research. Students collaborate on projects about the Spanish spoken in selected regions, interview native speakers, and analyze texts that portray dialects in ways that inform regional, ethnic or class identities. Fulfills a requirement for teacher certification.

390. Topics in Hispanic Studies.

Fall and Spring (3,3) Staff. Prerequisite: HS 208, 281 or 151.

An examination of issues within an interdisciplinary context. Topics and texts relevant to Spanish, Latin American and/or U. S. Latino context/s. May be repeated for credit if topic varies. HS core course.

391. Masterworks: Issues in Canon Formation.

Fall and Spring (3,3) Staff. Prerequisite: HS 208 or 281 and 1 core course at the 300 level.

This course addresses the works of canonical writers (may include, for ex., Cervantes, Galdos, Borges, Garcia Marquez, etc.). The theoretical perspectives presented are driven by the interdisciplinary concerns that reflect current scholarship in Hispanic Studies, including the role of cultural 'masterpieces' in the

creation of community, the role of the market in canon formation (what sells? where? why?), and the relationship between social movements, literacy, and canonical literature. HS core course. May not be repeated for credit.

397,398. Hispanic Topics in English Translation.

Fall and Spring (3,3) Staff.

Concentrated study of a particular author, work or area of Spanish or Spanish American culture. Specific topic to be listed each semester. Cannot be used for minor in HS.

401. Medieval Spanish Literature.

Fall (3) Greenia. Prerequisite: HS 301.

Spanish literature and cultural context from the 13th century and Gonzalo de Berceo through Celestina (1499). Study of representative works.

402. Cervantes.

Spring (3) Staff.

Analysis of Cervantes' major works with particular emphasis on the Quijote and the Novelas ejemplares.

403. Spanish Literature of the Golden Age.

Spring (3) Staff.

Prose, poetry and drama of the 16th and 17th centuries from Garcilaso de la Vega to Calderon de la Barca. Study of representative works.

405. Spanish Romanticism, Realism and Naturalism.

Fall (3) Buck, Cate-Arries.

An in-depth study of representative works of Spanish Romanticism, Realism and Naturalism.

413. Contemporary Spanish Literature (1936-Present).

Spring (3) Buck, Cate-Arries.

A study of the poetry, prose and drama of representative post-Civil War writers.

417. Hispanic Cinema.

Fall (3) Stock.

A study of the cultural and political developments in 20th-century Latin America through the medium of film. The course will address film's relation to literature, art, history and politics.

480. Cultures of Dictatorship.

Fall (3) Tandeciarz, Staff. Prerequisite: 300-level HS course or permission of instructor.

This course addresses the impact on cultural production of recent dictatorial regimes in Argentina, Chile and Uruguay. Includes study of literature, film and testimonio, historical documents and art. HS core course

481. Local and Global Issues in 20th Century Poetry.

Fall (3) Longo, Staff. Prerequisite: a 300-level HS course or permission of instructor.

An analysis of the ways in which Latin American and U. S. Latino poetry inform our understanding of the 20th century. Emphasis on the relationship between local production and global consumption of culture, especially poetry. HS core course.

482. Love and Prostitution in Medieval Spain.

Fall (3) Greenia, Staff. Prerequisite: HS 301.

The two most dangerous inventions of the Middle Ages are said to have been romantic love and gunpowder. This course explores women as objects of love, facilitators of frontier conquest, faithful wives and sometimes wayward women. HS core course.

483. Translation Practicum.

Summer (3) Arries. Prerequisites: a 300-level HS course and permission of instructor.

Students explore the constructs of migrant culture through a four week service learning experience on the Eastern Shore of Virginia and/or abroad. Requirements include a research paper in Spanish, a reflection journal, patient log, and a formal presentation on campus. Satisfies HS practicum requirement. HS core course.

484. Gender Issues in Hispanic Culture.

Fall or Spring (3) Buck, Staff. Prerequisite: 300-level HS course or permission of instructor.

This course examines the construction and representation of femininity and masculinity as well as related

to life stages in Hispanic culture. Texts include film, novels, poetry, and visual arts. Satisfies HS practicum requirement. HS core course.

485. Post-Franco Literature and Culture..

Fall or Spring (3) Buck, Staff. Prerequisite: 300-level HS course or permission of instructor.

This course examines cultural change in Spain in the 25+ years since the death of Francisco Franco. Issues include construction and representation of national and regional identity, gender, and cultural movements in film, journalism, museums, novels, poetry and visual arts. The course content includes writing by Marias, Gaité, Diaz Mas and Munoz Molina. HS core course.

486. Spanish Epic and Nationalism..

Spring (3) Staff. Prerequisite: HS 300-level HS core course or permission of instructor.

The emergence of the Spanish language in the Poema de Mio Cid, the need for an epic past and epic heroes, and their contributions to Spanish and Hispanic identity. Course fulfills the linguistics requirements of teaching concentrators. HS core course.

487. Imagine Another World: Spanish Art and Society.

Spring (3) Cate-Arries. Prerequisite: HS 384 or 385 or permission of instructor.

A study of the early 20th century Spanish artistic and political scene, explosive years of radical experimentation and innovation in all cultural media, as well as massive socio-political upheaval (i.e. the rise of socialist and anarchist political parties; establishment of ill-fated democratic republic). Texts include Lorca's poetry, Bunuel's early films; the art of Dali and Remedios Varo. HS core course.

489. Seminar in Hispanic Studies.

Fall and Spring (3,3) Staff. Prerequisite: 300-level HS course.

Issues-based, interdisciplinary seminars on topics relevant to Latin American, Spanish, and/or U. S. Latino culture. Course content will vary. May be repeated for credit if topic varies. HS core course.

492. Independent Study.

Fall and Spring (3,3) Staff. Prerequisite: Another 400-level HS course or equivalent.

A tutorial designed primarily for concentrators who wish to pursue an independent study of issues in Hispanic Studies. Programs of study will be arranged individually with a faculty member. May be repeated for credit if topic varies.

493. Senior Research in Hispanic Studies.

Spring (3) Prerequisite: Concentration in Hispanic Studies and completion of the HS practicum..

This capstone course guides students in synthesizing their Hispanic Studies course work and field experiences. Open to senior concentrators, juniors by permission of instructor. Satisfies concentration writing requirement.

†495-496. Honors.

Fall, Spring (3,3) Staff.

For College provisions governing the Admission to Honors, see page 72.

Italian

Requirements for Interdisciplinary Minor in Italian Studies

The Interdisciplinary Minor in Italian Studies requires a minimum of 18 credit hours. A total of 12 credits from the Italian language section must include Italian 301 or 302, plus nine additional credits from Italian 206, 150, 150W, 300, 301, 302, 303, 305, 306, 307, 309, 310, 312, 314, 316, 411. The remaining six credits must include courses from at least two other departments or programs in cognate fields and any substitution must be approved by the Italian faculty member in consultation with the coordinator.

Art History	360, 363, 464, 467, 471, 490-01, 490-03
Economics	342
Government	311
History	311, 312, 313, 317, 318
Interdisciplinary Studies	consult Italian Coordinator
International Studies	consult Italian Coordinator
Literary and Cultural Studies	consult Italian Coordinator
Medieval and Renaissance Studies	consult Italian Coordinator
Music	213, 365, 381, 385
Religion	340

Some of the courses listed above may have prerequisites. Students are advised to consult with their respective academic advisors to resolve such matters.

Requirements for Minor in Italian Language, Literature and Culture

A minor in Italian Language, Literature and Culture requires 21 credit hours beyond 202, no more than six credits of which may be in translation. No course for the minor may be taken Pass/Fail. Transfer credits will be reviewed by the department chair.

ITALIAN

101. Elementary Italian I.

Fall (4) Triolo. Corequisite: ITAL101D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

102. Elementary Italian II.

Spring (4) Staff. Prerequisite: ITAL101. Corequisite: ITAL102D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and two sessions in the language laboratory.

150W. Freshman Seminar.

Fall or Spring (4) Staff.

Seminar focuses on specific Italian Literary and/or Cultural Studies topics and issues which may vary from semester to semester. Topic and issue will be indicated in the schedule of classes. The course may be repeated for credit if topic and issue vary. Knowledge of Italian is not required. Course is taught in English.

200. Italian Studies in the Florence Summer Program: Language and Literature.

Staff. Prerequisite: Acceptance by Selection Committee.

This number is intended for courses completed in Italy. Course may be repeated for credit.

201. Intermediate Italian I.

Fall (3) Fleming. Prerequisites: ITAL101, ITAL102. Or placement by SAT II Test score or consent of instructor.

A review of basic Italian grammar through development of writing, speaking, comprehension and reading skills. Three class hours and two lab sessions.

202. Intermediate Italian II.

Spring (3) Staff. Prerequisite: ITAL201. Or placement by SAT II Test score or consent of instructor.

A review of basic Italian grammar through development of writing, speaking and comprehension skills, with additional emphasis on cultural and literary selections. Three class hours and two lab sessions.

206. Upper-Intermediate Conversation and Composition.

Fall (3) Fleming. Prerequisite: ITAL201 or ITAL202. Or the equivalent or consent of instructor.

A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse as well as written skill development. Practice in simulated foreign cultural contexts through oral and written presentations on themes in Italian life.

300. Italian Studies in the Florence Summer Program.

Summer (1-3 credits, variable) Staff. Prerequisite: Acceptance by Selection Committee.

This number is intended for courses completed in Italy. Course may be repeated for credit.

301. Masterpieces of Italian Literature from the Beginnings to the 17th Century.

Fall and Spring (3,3) Triolo. Prerequisite: ITAL202, four high school units or the equivalent, or consent of instructor.

Survey of Italian literature. An introduction to the major writers of Italy from the 13th to the 17th century, including such authors as Dante, Petrarch, Boccaccio, Machiavelli, Ariosto and Tasso.

302. Masterpieces of Italian Literature Since the 17th Century.

(GER 4A, 5) Spring (3) Staff. Prerequisites: ITAL202, four high school units or the equivalent, or consent of instructor.

Survey of Italian literature. An introduction to the major writers of Italy from the 17th century to the present; including such authors as Goldoni, Leopardi, Pascoli, Carducci, Manzoni, Pirandello and Moravia.

303. Topics in Italian Language, Civilization or Literature.

Fall and Spring (3,3) Staff. Prerequisite: ITAL202 or consent of instructor.

This course may be offered during a regular semester or during the Summer Study Program in Florence. Topic will be indicated in the schedule of classes. The course may be repeated if topic differs.

305. Directed Readings in Italian Literature.

Fall (3) Staff. Prerequisite: ITAL202 or the equivalent, or consent of instructor.

This course is designed to permit the student to pursue in depth an area of literature in which s/he has a major interest.

306. Directed Readings in Italian Literature.

Spring (3) Staff. Prerequisite: ITAL202 or the equivalent, or consent of instructor.

This course is designed to permit the student to pursue in depth an area of literature in which s/he has a major interest.

307. Italian Civilization in English.

(GER 4A) Fall (3) Triolo.

A topical study of Italian culture and civilization from the Middle Ages to the Republic. The course will emphasize selected outstanding movements and periods in Italian history, architecture, sculpture, painting and music.

309. Dante and the Medieval Tradition.

Fall (3) Staff.

Readings, in translation, and discussion of representative works and trends in courtly love and scholastic traditions to focus attention on Dante's literary, esthetic and historical milieu, and achievements.

310. Italian Cinema and Post-War Italian Culture.

Spring (3) Triolo.

A study of Post-War cultural developments in Italy through the medium of major Italian cinematic productions and directors. The course will focus on political, economic, social, artistic and religious developments as important manifestations of contemporary Italian culture. Knowledge of Italian desirable, but not required. Two laboratory hours, one class hour.

312. Italian Renaissance Literature in Translation.

(GER 5) Spring (3) Triolo.

The course is designed to expose the students to and offer them direct contact with the nature and form of Italian Renaissance literary and aesthetic genres and phenomena by studying relevant and available texts and authors in English translation.

314. Modern Theatre: Self, Sex and Anarchy.

(GER 5) Fall or Spring (3) Staff. Prerequisite: ITAL202 or consent of instructor.

In Italian. A study of Italian theatre through major Italian playwrights and filmmakers. Course will focus on political, social and economic developments in Italy from Futurism to the present. Playwrights include: Marinetti, Pirandello, De Filippo, Fo, Ginzburg, Rame and Maraini.

315. Modern and Contemporary Italian Culture and Society.

(GER 4A,5) Fall or Spring (3) Gallucci. Prerequisites: ITAL206 or consent of instructor.

In Italian. This interdisciplinary course will focus on literature, film, music, history and philosophy in relation to the development of modern and contemporary Italy.

316. 20th-Century Italian Women Writers.

(GER 5) Fall or Spring (3) Staff.

Taught in English. Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues. (Cross listed with WMST316)

411. Independent Study.

Fall and Spring (3,3) Staff. A written petition to instructor and approval of section coordinator required before registration.

JAPANESE

Students may pursue an interdisciplinary concentration in East Asian Studies and/or a minor in Japanese Studies. For further information, please contact the Reves Center.

101. Elementary Japanese I.

Fall (4) DiNitto, Tasaka. Corequisite: JAPN101D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

102. Elementary Japanese II.

Spring (4) DiNitto, Tasaka. Prerequisite: JAPN101. Or permission of instructor. Corequisite: JAPN102D.

Training in grammar, pronunciation, aural-oral skills, reading and writing. The work includes intensive practice in speaking and understanding. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

150,150W. Freshman Seminar.

Fall and Spring (3-4, 3-4) DiNitto.

A course designed to introduce freshmen to selected topics in Japanese culture. 150W satisfies the lower-level writing requirement. Taught in English.

201. Intermediate Japanese.

Fall (4) Kato. Prerequisite: JAPN102. Or permission of instructor. Corequisite: JAPN201D.

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

202. Intermediate Japanese.

Spring (4) Kato. Prerequisite: JAPN201. Or permission of the instructor. Corequisite: JAPN202D.

Training in conversation, grammar, reading and elementary composition. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

280. Asian Cultures Through Film.

(GER 4B) Fall or Spring (3) DiNitto.

An introduction to Asian cultures through the modern and contemporary film of China, Taiwan and Japan. The class takes a cross-cultural approach by looking at various social, political and cultural themes as they vary across time and across Asian countries. (Cross listed with CHI 280).

301. Advanced Japanese I.

Fall (4) Tasaka. Prerequisite: JAPN202. Or consent of instructor. Corequisite: JAPN301D.

Continued training in conversation, grammar and composition. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

302. Advanced Japanese I.

Spring (4) Tasaka. Prerequisite: JAPN301. Or permission of instructor. Corequisite: JAPN302D.

Continued training in conversation, grammar and composition. Three hours in the Master Class, two hours in the drill class and assignments in the language laboratory.

305. Directed Readings in Japanese Literature.

Spring and Fall (3,3) Staff. Prerequisite: JAPN 302 or permission of instructor.

An advanced course reading materials on Japanese literature and culture. Taught in Japanese. May be repeated for credit if content is different.

309. Classical Japanese Literature in Translation .

(GER 5) Fall (3) DiNitto.

An introduction to Japanese literature through readings and discussions of prose, poetry and drama from the 8th-18th centuries. Texts and authors include Tales of Ise, Pillow Book, Tale of Genji, Noh, folktales and works by Basho and Saikaku.

310. Twentieth-Century Japanese Literature (in English translation).

(GER 5) Spring (3) DiNitto.

An introduction to Japanese literature through readings of modern and contemporary short stories, novels, drama and poetry from mainland Japan and Okinawa. The course deals with both literary and cultural issues from the 18th century to the present day.

401. Advanced Japanese I.

Fall (3) Kato. Prerequisite: JAPN302. Or consent of instructor.

Continued training in conversation, grammar and composition, in a variety of situations and materials.

402. Advanced Japanese II.

Spring (3) Kato. Prerequisite: JAPN401. Or consent of instructor.

Continued training in conversation, grammar and composition, in a variety of situations and materials.

411. Independent Study.

Fall and Spring (3,3) Staff.

This course is designed to permit an in-depth study in an area of language or literature not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

Russian

Students may pursue an interdisciplinary concentration or minor in Russian Studies (p. 184). For further information, please contact a Russian professor.

Requirements for Minor in Russian Language and Literature

A minor in Russian Language and Literature requires 21 credit hours beyond 202, only 6 credits of which may be in translation. No courses for the minor may be taken pass/fail.

RUSSIAN**101. Elementary Russian I.**

Fall (4) Boyland. Corequisite: RUS 101D.

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Includes significant language lab component. Five class hours.

102. Elementary Russian II.

Spring (4) Boyland. Prerequisite: RUS 101. Corequisite: RUS 102D.

An introduction to Russian, with emphasis on oral skills. Cyrillic alphabet, case structure, verbal usage, building of basic vocabulary and conversational skills, ability to read simplified passages in Russian. Includes significant language lab component. Five class hours.

150. Freshman Seminar.

Fall and Spring (4,4) Boylang, Staff.

Study of Russian civilization, with particular emphasis on Russian popular culture of the twentieth century. The course includes weekly film screenings and is conducted in English; no knowledge of Russian is required.

201. Intermediate Russian I.

Fall (4) Ginzburgsky-Blum. Prerequisite: RUS 102. Or three years of high school Russian. Corequisite: RUS 201D.

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. Five class hours.

202. Intermediate Russian II.

Spring (4) Ginzburgsky-Blum. Prerequisite: RUS 201. Or three years of high school Russian. Corequisite: RUS 202D.

Review of Russian grammar, more detailed study of grammatical issues, vocabulary building and word-formation, reading of more complicated, unedited Russian prose texts, elementary composition. Includes significant language lab component, audio and audio-visual materials. Five class hours.

250. Russian Myths and Legends.

(GER 4A,5)Spring (3) Ginzburgsky-Blum.

Taught in English. An introduction to Russian culture from Russia's beginnings to the present. Multimedia lectures and class discussion will focus on the most significant genres and aspects of Russian folk culture (fairy tales, songs, dances, folk art, etc.)

300. Russian Study Abroad.

Summer (1-4) Staff.

This number is intended for courses completed in Russia. May be repeated for credit.

303. Advanced Russian: Conversation, Composition, Reading I.

Fall (3) Staff. Prerequisite: RUS 202 or consent of instructor.

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. Conducted in Russian.

304. Advanced Russian: Conversation, Composition, Reading II.

Spring (3) Staff. Prerequisite: RUS 303 or consent of instructor.

Continued study of Russian grammar, weekly writing assignments, readings and conversational drills aim to increase student's fluency and creativity in using and understanding spoken and written Russian. Significant audio-visual component. Conducted in Russian.

305. Directed Readings in Russian Literature.

Fall (3) Staff. Prerequisite: RUS 330 or permission of instructor.

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

306. Directed Readings in Russian Literature.

Spring (3) Staff. Prerequisite: RUS 330 or permission of instructor.

This course is designed to permit an in-depth study in an area of literature not covered in regularly offered courses. May be repeated if topic varies.

308. Topics in Russian Literature and Culture (in English).

Fall and Spring (3,3) Staff.

An in-depth study of a major author, genre, period, or theme in Russian literature and culture that is not covered in regularly offered courses. Lecture and discussion. May be repeated for credit if topic varies.

Topics for Fall 2002: The Culture of the Cold War: Show Trials, Witch Hunts, Alien Invasions.

(Cross listed with LCST351 01 and INTL390 03)

309. Topics in Russian Cinema (in English).

Spring (3) Staff.

An in-depth study of a major director, genre, period, or theme in Russian cinema. Lecture and discussion. May be repeated for credit if topic varies.

310. Advanced Conversation.

Fall (3) Staff. Prerequisite or corequisite: RUS 303 or permission of instructor.

Intensive oral-aural training for students who have completed at least three years of college-level Russian study. Especially recommended for students returning to William and Mary after a semester or summer of language study abroad.

320. Russian Cultural History.

(GER 4A, 5) Fall (3) Ginzburgsky-Blum. Prerequisite or corequisite: RUS 303 or permission of instructor.

A survey of Russian Civilization from pre-Christian traditions to the present. Emphasis on the most important historical and artistic elements in Russian Culture. The course is conducted entirely in Russian. It includes illustrated lectures, readings, and film.

330. Survey of Russian Literature.

Spring (3) Prokhorov. Prerequisite or corequisite: RUS 304 or permission of instructor.

An introduction to the study of literature in Russia through readings and discussions of representative texts in prose and poetry from the 19th and 20th centuries. Writers studied to include Pushkin, Tolstoy, Dostoevsky, Chekhov, Nabokov, Brodsky. Conducted entirely in Russian. (Formerly RUS 301, 302)

350. Topics in Russian Literature.

Fall and Spring (1-4, 1-4) Staff. Prerequisite: RUS 202.

Taught in Russian. In-depth study of selected topics in Russian Culture, Language, and Literature. Instructor permission is required. Course may be repeated for credit if topic varies.

380. Russian Cinema: 'The Most Important Art.'*(GER 5) Spring (4) Anemone, Prokhorov.*

An historical survey of Russian Cinema from the Silent Era to the present, including animated, documentary and feature films. Representative films by Kuleshov, Vertov, Eisenstein, Tarkovsky and others. Taught in English, no knowledge of Russian required.

387. Nineteenth-Century Russian Literature (in English).*(GER 5) Fall (3) Staff.*

Readings, lectures and discussions of stories and novels by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov, with an emphasis on the development of psychological realism. Conducted in English, no knowledge of Russian required.

388. Twentieth-Century Russian Literature (in English).*(GER 5) Spring (3) Staff.*

Readings, lectures and discussions of representative stories, plays and novels by major Soviet, Emigre and post-Soviet writers, with an emphasis on the relationship between the writer and Russian society. Conducted in English, no knowledge of Russian required.

390. Russian Literature Since the Death of Stalin (in English).*(GER 5) Spring (3) Staff.*

A study of selected Soviet and post-Soviet Russian writers from the time of "The Thaw" to the present day, with emphasis on the ideological uses (and abuses) of literature in modern Russia. Lecture and discussion.

396. Major Works of Chekhov (in English).*(GER 5) Fall or Spring (3) Staff.*

A study of the life and major works (short stories, novellas, plays) of Anton Chekhov. Special attention given to Chekhov's innovations and experiments with narrative and dramatic forms. Lecture and discussion.

397. Major Works of Dostoevsky (in English).*(GER 5) Fall (3) Prokhorov.*

A study of the major prose works, including *The Idiot* and *The Brothers Karamazov*. Lecture and discussion.

398. Major Works of Tolstoy (in English).*(GER 5) Spring (3) Staff.*

A study of *War and Peace* and *Anna Karenina*. Lecture and discussion.

402. Russian Poetry.*Spring (3) Staff. Prerequisite: RUS 303 or RUS 304, or consent of instructor.*

Reading and interpretation of major poetic works from the 19th century to the present, with an emphasis on Pushkin, Tiutchev, Blok, Mandelstam, Akhmatova and Brodsky.

410. Seminar in Russian Literature.*Fall or Spring (3) Staff. Prerequisite: RUS 320 or RUS 330 or consent of instructor.*

Topics, which change from year to year, may include an author, a single text or a genre. Conducted entirely in Russian. May be repeated for credit if topic varies.

411. Independent Study.*Fall and Spring (1-3, 1-3) Staff.*

This course is designed to permit in-depth study in an area of literature, linguistics or culture not available in current course offerings. A written petition to the instructor and approval of the section coordinator are required before registration.

Spanish – See Hispanic Studies

Music

ASSOCIATE PROFESSOR **Preston** (Chair). PROFESSOR **Oja** (David N. and Margaret C. Bottoms Professorship in Music). ASSOCIATE PROFESSORS **Armstrong** (On leave 2002-2003), **Gutwein**, **Payne**, **Rasmussen** (On leave 2002-2003), **Williams**. ASSISTANT PROFESSORS **Bartlett** (On leave 2002-2003) and **Serghi**. DIRECTOR OF BANDS **Williamson**. DIRECTOR OF CHOIRS **Armstrong** (On leave 2002-2003). VISITING DIRECTOR OF CHOIRS **DeFotis**. ASSOCIATE DIRECTOR OF CHOIRS **Bartlett** (On leave 2002-2003). DIRECTOR OF ORCHESTRAS **Kenney**. MUSIC PERFORMANCE COORDINATOR **Niehaus**. MUSIC LIBRARIAN **Harris**. ADJUNCT ASSISTANT PROFESSORS **Griffioen** and **Stevens**. ADJUNCT PROFESSOR **McDermott** (On leave 2002-2003). VISITING ASSISTANT PROFESSORS **Wooley**. LECTURERS **Aguirre**, **Barnett**, **Beckner**, **Bland**, **Carlson**, **Cary**, **Chapman** (On leave 2002-2003), **Connolly**, **Cross** (On leave 2002-2003), **Curtis**, **Darling**, **DuBeau**, **Eason**, **Edwards**, **Hulin**, **Fletcher**, **Kester**, **Lindberg**, **Lyttle**, **Marshall**, **Moss**, **Mott**, **Muth**, **Nakasian**, **Nesbit**, **Niehaus**, **Olbrych**, **Romeo**, **Simon**, **Via**, **Vonderheide**, **C. White**, **White**, **Wick**, **Zwelling**.

The Department of Music offers a concentration for students interested in a liberal arts program with emphasis on music and for students preparing for graduate work in music composition, music history, ethnomusicology, performance, or music theory.

Requirements for Concentration

During the 2002-2003 academic year, the Department of Music will be implementing changes to its concentration requirements. These changes will become effective with the 2003-2004 academic year.

A concentration in Music requires 41 credits: 16 credits (core requirements), 8 credits (performance), 16 credits (elective courses constituting the concentration 'track'), 1 credit (senior project). The core requirement consists of MUS 201, 301, 310, and either 213 or 241.

The 8 music performance credits will consist of 6 credits in a single performance area, at least two semesters of which must be at the 300- or 400-level, and 2 department ensemble credits.

Sixteen (16) elective credits constitute the concentration track, a logical sequence of courses designed by the student in consultation with her or his concentration advisor. The final step in declaring a concentration is submission of the proposed track to the music faculty for approval. The approved track form, and the declaration of concentration form (Academic Advising), are filed with the Department of Music, Academic Advising, and the Registrar.

Concentrators in Music will also complete a Senior Project (one credit), which is designed in conjunction with a project advisor. A Senior Project may be a full-length recital or a substantive research paper exhibiting scholarly engagement with an original topic. For composers, the composition and performance of one's own composition(s) will constitute a Senior Project. The concentration advisor need not be the same as the project advisor. During the semester in which a concentrator undertakes the Senior Project, she or he is required to enroll in MUS 491 (Senior Project) for one credit. Students satisfying the Senior Project requirement with a recital must have attained 400-level in a given performance area at least one full semester prior to the semester of the recital; during the semester of the recital, they must register simultaneously for MUS 491 and performance instruction. Students completing Honors in Music will satisfy the Senior Project requirement with MUS 495-496.

The Concentration Writing Requirement and the Computing Proficiency Requirement for the concentration are fulfilled by earning a C- or better in MUS 310.

Requirements for Minor

A minor in Music requires 20 credits: 8 credits being MUS 201 and either MUS 213 or MUS 241, 4 credits being Music history or theory at the 300- or 400-level, and the remaining 8 credits being electives. If more than 4 elective credits are in music performance, at least two semesters must be at the 300- or 400-level.

ANTICIPATED THREE-YEAR CYCLE OF MUSIC COURSE OFFERINGS:

Following is a provisional schedule for course offerings. PLEASE NOTE: During the 2001-2002 academic year, the faculty of the Department of Music discussed significant curricular revisions that will be implemented with the 2003-2004 academic year. As a result, there will be changes to this schedule starting with the fall 2003 semester. The courses listed below for fall 2003 and afterwards should be considered provisional.

Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
101	101	101	101	101	101
150W	150W	150W	150W	150W	150W
173	171	173	171	171	171
181	201	181	201	181	201
201	207-407	201	207-407	201	207-407
207-407	213	207-407	213	207-407	213

213	301	213	301	213	301
241	310	241	350	241	310(?)
309	350	309	365	309	350
310	365	310	373	310	365
320	385	320	381	320	385
350	391	350	391	350	391
365	403	365	403	365	403
375	420	387	420	375	420
383	465	391	465	383	465
391	491	401	491	391	491
401	496	491	496	401	496
491	495	491	495	495	

Music Concentration Sample Tracks

These tracks are samples only. Individual tracks will be designed by students in consultation with their advisors.

World Music/Ethnomusicology

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)
 MUS 491. Senior Thesis in Music
 MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)
 MUS 241. Worlds of Music
 MUS 365. Music Cultures of the Middle East
 MUS 465. Senior Seminar in Ethnomusicology
 MUS 373. Music of the United States

Western European Art Music

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)
 MUS 491. Senior Thesis in Music
 MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)
 MUS 381. Medieval and Renaissance
 MUS 383. Music of the 17th and 18th Centuries
 MUS 385. Music of the 19th Century
 MUS 387. Music of the 20th Century

Music of the United States

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)
 MUS 491. Senior Thesis in Music
 MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)
 MUS 385. Music of the 19th Century
 MUS 387. Music of the 20th Century
 MUS 373. Music in the United States
 MUS 171. American Popular Music

Composition

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)
 MUS 491. Senior Thesis in Music
 MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)
 MUS 401. 19th Common Practice Tonal Theory II
 MUS 403. Modern Music Theories
 MUS 307. Composition
 MUS 309. Instrumentation and Orchestration

Music Theory

Core requirements (MUS 201, MUS 301, MUS 213 or MUS 241, MUS 310)
 MUS 491. Senior Thesis in Music
 MUSIC PERFORMANCE (6 cr., single area, 2 cr. ensemble)
 MUS 401. 19th Common Practice Tonal Theory II
 MUS 403. Modern Music Theories
 MUS 391. Projects in Music (theory)
 MUS 465. Seminar in Music, or 1 Music History elective, or MUS 207. Independent Composition I

Description of Courses

101. Introduction to Tonal Theory.

Fall and Spring (2,2) Gutwein, Serghi, Williams.

The staff, clef, key signatures, scales, intervals, triads, meter signatures, rhythm and the notational conventions of Western music. May not be included in the music concentration.

150W. Freshman Seminar in Music.

Fall and Spring (4,4) Staff.

An exploration of a specific topic in music. Writing is emphasized. This course satisfies the lower-division writing requirement. Normally only available to first-year students. Sample topics: The Music of Gershwin; Music and Mysticism; Rave Music; American Musical Multiculturalism; The Music of Bach; American Musical Comedy; The Piano in the 19th Century; Ellington; Early 20th Century American Modernism.

171. American Popular Music.

(GER 4A) Spring (4) Oja, Preston, Rasmussen, Wooley.

This course treats the traditions of popular vernacular musics in the United States, specifically those commonly known as religious, popular, folk, jazz, rock and country. It will survey the literature of these musics' expression and consider questions of cultural meaning. (Cross listed with AMST271)

173. Jazz.

(GER 5) Fall (4) Wooley.

A survey of jazz from its origins to the present, focusing on influential improvisors and composers, development of listening skills, and issues of race, gender, commerce and criticism. (Cross listed with AMST273)

181. Introduction to Electro-acoustic Music.

Fall (4) Gutwein.

This course assumes no prior knowledge of the subject. The first half of the course will focus on the historical development of music technology and its relation to the composition of art music and the rise of the Avant Garde during the first two-thirds of the 20th century. The last half of the course will focus on computer-music with an emphasis on the musical applications of multimedia personal computers and MIDI.

201. Common Practice Tonal Composition I.

(GER 6) Fall and Spring (4,4) Gutwein, Serghi, Williams. Prerequisite: MUS 101 or exemption or permission of instructor.

The student will study functional tonality and small musical forms and procedures through the writing of short compositions and the analysis of the works of 17th- and 18th-century composers. The works typically include the chorale harmonizations of J.S. Bach and the piano sonatas of Haydn and Mozart.

*207. Independent Composition I.

Fall and Spring (4,4) Gutwein, Serghi, Williams, Staff. Prerequisite: MUS 201.

The student will pursue original work and engage selected analytical issues raised by this work.

213. History of Western Music.

(GER 4A, 5) Fall and Spring (4,4) Armstrong, Oja, Payne, Preston.

A survey of the music of Western culture from its origins in plainchant through medieval, renaissance, baroque, classic, romantic and the latest 20th-century developments; including important composers, compositions and the ideas that influenced them. No previous musical training required.

*223. Topics in Musical Performance.

Fall and Spring (4,4) Staff. (Offered Occasionally)

A performance-oriented course. Different course-sections cover different topics, for example: 223-01 Big Band Jazz, 223-02 The Early Guitar, 223-03 Accompanying. This course may be repeated for credit.

241. Worlds of Music.

(GER 4C) Fall (4) Rasmussen, Wooley.

This course introduces students to musical cultures of the non-Western world. Topics include: native concepts about music, instruments, aesthetics, genres, relationship to community life, religion, music institutions and patronage. Course goals will be to develop skills useful for a cross-cultural appreciation and analysis of music, and to bring questions about music into the domain of the humanities and social sciences. (Cross listed with ANTH241)

301. Common Practice Tonal Composition II.

Spring (4) Gutwein, Serghi, Williams. Prerequisite: MUS 201 or permission of instructor.

This course continues the study of functional tonality begun in MUS 201 with the addition of more sophisticated contrapuntal procedures. Balances the composition and analysis of two-voice invention and three-voice fugue with analysis. Typically study several early and middle period works of Beethoven.

***307. Independent Composition II.**

Fall and Spring (4,4) Gutwein, Serghi, Williams, Staff. Prerequisite: MUS 207.

The student will pursue original work and engage selected analytical issues raised by this work.

***309. Instrumentation and Orchestration.**

Fall (4) Serghi, Williams. Prerequisite: MUS 201.

This class focuses on the rudiments of instrumental usage: their written application to pure and mixed ensembles in general and the modern orchestra in particular.

***310. Problems and Methods in Music History.**

Fall, Spring (as needed) (4) Armstrong, Oja, Payne, Preston, Rasmussen. Prerequisite: MUS 213 or 241; music concentrators only or permission of instructor.

This course offers instruction in identifying research problems and the methods to solve them. Important aspects treated are building bibliographies, evaluating sources, developing critical thinking, gaining command of electronic research techniques and sharpening writing skills. Each class will focus on an area of specialized research. Selected topics include: The Musical Canon; The Canon and Colonialism; Music and Politics; 20th Century Music.

***320. Conducting I.**

(GER 6) Fall (4) Kenney, Williamson.

Students will conduct their classmates using available instruments and include: basic conducting gestures, score-reading, meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left-hand independence and face/eye usage.

350. Special Topics in Music Performance.

Spring (1-2) Staff.

This course is an in-depth exploration of one particular element of music performance. The topic to be offered will be announced the semester prior to its being taught. Generally a one-hour course will be offered each semester, taught by a member of the Applied Faculty. Example topics: Vocal Jazz Improvization; Techniques of Accompanying; Lute Tablature; Ornamentation in Baroque Performance Practice; Woodwind Doubling. This course may be repeated for credit.

365. Topics in Music.

Spring (1-4) Staff. Prerequisites: Two 4-credit music courses or permission of instructor.

This course is an in-depth exploration of a limited historical or theoretical topic in music. The topic to be offered will be announced the semester prior to its being taught. Example topics: Music Cultures of the Middle East, Chamber Music, the Symphony, Beethoven, Film Music, Opera, American Modernist Music, Jewish Identity and American Music, Music of the South, and Keyboard Music. This course may be repeated for credit.

373. Music in the United States.

(GER 5) Spring (4) Oja, Preston. Prerequisites: Two 4-credit music courses or permission of instructor. (Offered alternate years)

This course is an inclusionary study of the history, culture and literature of music in the United States. American folk, popular, sacred and art musics will be studied. A special emphasis will be on the "American experience" and its cultural relationship to musical expression.

375. Music and Film.

Fall (4) Preston. (Offered alternate years)

An introduction to the world of sound and music as utilized in film. Material introduced chronologically, with units on late 19th century musical theatre, music of "silent" films, early sound films (1930s), the studio system, compilation scores, electronic techniques, reintroduction of orchestral scores (1970s), and developments since the 1980s. Course content is primarily non-technical, but student should be familiar with film-studies and music-studies terms and concepts.

381. Medieval and Renaissance Music.

(GER 5) Spring (4) Payne. Prerequisites: Two 4-credit music courses or permission of the instructor. (Offered alternate years)

This course covers the development of Western music from chant and the beginnings of polyphony to Palestrina and Byrd, and the corresponding growth of secular vocal and instrumental music. Forms, styles, composers, modes of performance and the place of music within the cultural context will be studied.

383. The Baroque and Classic Period.

(GER 5) Fall (4) Armstrong, Oja, Payne, Preston. Prerequisites: Two 4-credit music courses or permission of instructor. (Offered alternate years)

This course covers the development of Western European music within the social and cultural context of the 17th and 18th centuries. Major composers include Monteverdi, Lully, Purcell, Handel, Bach, Haydn and Mozart.

385. The Romantic Period.

(GER 5) Spring (4) Armstrong, Oja, Payne, Preston. Prerequisites: Two 4-credit music courses or permission of the instructor. (Offered alternate years)

This course is a survey of classical music of the 19th century in Western Europe and the United States. Major composers studied include Beethoven, Schubert, Schumann, Gottschalk, Liszt, Wagner, Verdi, Brahms and Mahler.

387. Music of the Twentieth Century.

(GER 5) Fall (4) Oja. Prerequisites: Two 4-credit music courses. (Offered alternate years)

This course focuses on the development of European and American art-music from Debussy, Stravinsky, Schoenberg and their contemporaries, through the post-World War II avant garde to the present.

***391. Projects in Music.**

Fall and Spring (1-4, 1-4) Staff. Prerequisites: Two 4-credit music courses.

Directed independent study resulting in a research paper in music history, theory, conducting or a composition.

401. Tonal Chromaticism: Analysis and Composition.

Fall (4) Gutwein, Serghi, Williams. Prerequisite: MUS 301.

The study of functional tonality continues from MUS 301 with the composition and analysis of art song and chamber music, especially those employing a rich chromatic tonal vocabulary. This will be balanced by analysis of portions of large works drawn from the 19th-century symphonic and operatic repertoires.

403. Modern Music Theories and Compositional Approaches.

Spring (4) Gutwein, Serghi, Williams. Prerequisite: MUS 301.

One or more topics pertaining to modern music theory and composition will be examined. For example: non-tonal composition and theory, extensions of late 19th- and early 20th-century tonality, jazz harmonic practices, processes as compositions, computer-assisted and algorithmic composition.

***407. Independent Composition III.**

Fall and Spring (4, 4) Gutwein, Sergi, Williams. Staff. Prerequisite: MUS 307.

The student will pursue original work and engage selected analytical issues raised by this work.

***420. Conducting II.**

Spring (4) Kenney, Williamson. Prerequisite: MUS 320.

Conducting techniques for instrumental literature. Score preparation and interpretation, rehearsal techniques, advanced baton techniques. Study of characteristic examples from standard orchestra and band literature. Observation of conducting faculty and practical student experience conducting instrumental ensembles.

465. Seminar in Music.

Spring (4) Staff. Prerequisites: Two 4-credit music courses or permission of instructor.

Intensive exploration (intended for upper division students) of a limited historical or theoretical topic. Topics to be offered will be announced in the semester previous to the one in which they are to be scheduled. Previous topics have been: Senior Seminar in Ethnomusicology, The Political Economy of Modernism. This course may be repeated for credit.

†491. Senior Project.

Fall and Spring (1, 1) Staff. For senior music concentrators only.

Directed independent study resulting in a full-length recital or substantive research paper exhibiting scholarly engagement with an original topic. In the case of a composer, the composition and performance of one's own compositions in a full-length recital will constitute a senior project.

†495-496. Senior Honors in Music.*Fall, Spring (3,3) Staff.*

Students admitted to Honors study in Music are expected to complete supervised work in an area of special interest. This may be in performance, theory, music history, composition or a combination of these. The student will be examined orally on the study and closely related materials. Information about the program along with applications and examples of avenues of study are available from the chair. Applications should be submitted by April of the junior year. For College provisions governing the Admission to Honors, see page 72.

498. Internship.*Fall and Spring (1-3, 1-3) Staff.***Applied Music Courses****Ensembles**

All music ensembles may be repeated for credit. Although students may take as many credits as they wish of ensemble courses, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not concentrating in Music.

E03. Concert Band.(GER 6) Fall and Spring (1, 1) Williamson.****E04. Concert Choir.***(GER 6) Fall and Spring (1, 1) DeFotis.****E05. Women's Chorus.***(GER 6) Fall and Spring (1, 1) DeFotis.****E06. Symphony Orchestra.***(GER 6) Fall and Spring (1, 1) Kenney.****E07. Botetourt Chamber Singers.***(GER 6) Fall and Spring (1, 1) DeFotis.****E08. Jazz Ensemble.***(GER 6) Fall and Spring (1, 1) Williamson.****E09. Jazz Improvisation Lab.***(GER 6) Fall and Spring (1, 1) Simon.****E10. Brass Ensemble.***(GER 6) Fall and Spring (1, 1) DuBeau.****E11. Woodwind Ensemble.***(GER 6) Fall and Spring (1, 1) Carlson.****E12. String Ensemble.***(GER 6) Fall and Spring (1, 1) Cary.****E13. Mixed Ensemble: Gallery Players.***(GER 6) Fall and Spring (1, 1) Kester.****E14. Percussion Ensemble.***(GER 6) Fall and Spring (1, 1) Lindberg.****E15. Classical Guitar Ensemble.***(GER 6) Fall and Spring (1, 1) Olbrych.****E18. Middle Eastern Music Ensemble.***(GER 6) Fall and Spring (1, 1) Rasmussen. (Not offered 2002-2003)****E19. Opera Workshop.***(GER 6) Fall and Spring (1, 1) Fletcher.*

***E20. Saxophone Ensemble.**

(GER 6) *Fall and Spring (1,1) Nesbit.*

***E21. Indonesian Gamelan.**

(GER 6) *Fall and Spring (1, 1) Staff.*

***E22. Contemporary Music Ensemble.**

Fall and Spring (1, 1) Staff.

***E23. Zen Flute for Beginners.**

(GER 6) *Fall (1) Staff.*

Music Lessons

Students may register for 1 or 2 credits of individual instruction in music. Credits for lessons may be earned at any of four levels (10-, 20-, 30- or 40-). There is a fee for these lessons. (Up to six credits of the fee will be waived for concentrators upon completion of the appropriate form, available in the Music Department office.) All music lessons satisfy the GER 6 requirement. Although students may take as many credits as they wish of applied music lessons, a maximum of 14 credits may be applied toward the 120 credits required for a degree by those not concentrating in Music.

Group Lessons**G01. Group Instruction in Guitar.**

(GER 6) *Fall and Spring (1,1) T. Olbrych.*

K01-K02. Group Instruction in Piano.

(GER 6) *Fall and Spring (1,1) Marshall, Niehaus.*

Private Lessons**B10-B40. Individual Instruction in Trumpet.**

(GER 6) *Fall and Spring (v,v) Vonderheide.*

B11-B41. Individual Instruction in Horn.

(GER 6) *Fall and Spring (v,v) Wick.*

B12-B42. Individual Instruction in Trombone.

(GER 6) *Fall and Spring (v,v) Barnett.*

B13-B43. Individual Instruction in Tuba/Euphonium.

(GER 6) *Fall and Spring (v,v) DuBeau.*

E23. Individual Instruction in Zen Flute for Beginners.

(GER 6) *Fall and Spring (v,v) Gutwein*

G10-G40. Individual Instruction in Guitar.

(GER 6) *Fall and Spring (v,v) T. Olbrych.*

G11-G41. Individual Instruction in Lute/Baroque Guitar.

(GER 6) *Fall and Spring (v, v) T. Olbrych.*

H10-H40. Individual Instruction in Harp.

(GER 6) *Fall and Spring (v,v) Chapman (On leave 2002-2003), Romeo.*

J10-J40. Individual Instruction in Jazz: Brass.

(GER 6) *Fall and Spring (v,v) Muth.*

J12-J42. Individual Instruction in Jazz: Woodwind.

(GER 6) *Fall and Spring (v,v) Nesbit.*

J14-J44. Individual Instruction in Jazz: Keyboard.

(GER 6) *Fall and Spring (v,v) Simon.*

J15-J45. Individual Instruction in Jazz: Voice.

(GER 6) *Fall and Spring (1,1) Nakasian.*

J16-J46. Individual Instruction in Jazz: Guitar.

(GER 6) Fall and Spring (v,v) Beckner.

J17-J47. Individual Instruction in Jazz: Harmonica.

(GER 6) Fall and Spring (v,v) Simon.

J18-J48. Individual Instruction in Jazz: Bass.

(GER 6) Fall and Spring (v,v) Edwards.

J19-J49. Individual Instruction in Jazz: Percussion.

(GER 6) Fall and Spring (v,v) Curtis.

K10-K40. Individual Instruction in Piano.

(GER 6) Fall and Spring (v,v) Bland, Hulín, Lyttle, Marshall, Niehaus, Stevens, Zwelling.

K11-K41. Individual Instruction in Organ.

(GER 6) Fall and Spring (v,v) Darling, Marshall.

K12-K42. Individual Instruction in Harpsichord.

(GER 6) Fall and Spring (v,v) Darling, Marshall.

M10-M40. Individual Instruction in Musicianship.

(GER 6) Fall and Spring (v,v) Lyttle.

P10-P40. Individual Instruction in Percussion.

(GER 6) Fall and Spring (v,v) Lindberg.

S10-S40. Individual Instruction in Violin.

(GER 6) Fall and Spring (v,v) Mott, Via.

S11-S41. Individual Instruction in Viola.

(GER 6) Fall and Spring (v,v) Mott.

S12-S42. Individual Instruction in Cello.

(GER 6) Fall and Spring (v,v) Cary.

S13-S43. Individual Instruction in Bass.

(GER 6) Fall and Spring (v, v) White.

S15-S45. Individual Instruction in Viola da Gamba.

(GER 6) Fall and Spring (1,1) Moss.

V10-V40. Individual Instruction in Voice.

(GER 6) Fall and Spring (v,v) Connolly, Eason, Fletcher.

W10-W40. Individual Instruction in Flute.

(GER 6) Fall and Spring (v,v) Cross (On leave 2002-2003), Kester, White.

W11-W41. Individual Instruction in Oboe.

(GER 6) Fall and Spring (v,v) Aguirre.

W12-W42. Individual Instruction in Bassoon.

(GER 6) Fall and Spring (v,v) Kester.

W13-W43. Individual Instruction in Clarinet.

(GER 6) Fall and Spring (v,v) Carlson, Kester.

W14-W44. *Individual Instruction in Saxophone.

(GER 6) Fall and Spring (v,v) Nesbit.

W15-W45. Individual Instruction in Recorder.

(GER 6) Fall and Spring (1,1) Griffioen.

Neuroscience

Professors **Hunt** (Psychology) and **Griffin** (Biology), Coordinators

The Concentration

Neuroscience is a formalized program within the interdisciplinary studies concentration. Students must declare this concentration before the beginning of preregistration for the first semester of their junior year by contacting Professor Hunt in the Psychology Department, Professor Griffin in the Biology Department or Professor Schwartz (Director of Interdisciplinary Studies, Charles Center).

The Discipline

What is the mind? What can the analysis of basic biological and neural processes reveal about human and animal behavior? What goes wrong when someone is mentally ill or emotionally disturbed? Why do some people become addicted to drugs while others do not? Neuroscience is the modern attempt to answer these and other perplexing questions through the study of the brain. Neuroscience is a rapidly-growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. Several fields including biology, psychology, chemistry, physics, mathematics, and computer science, are integrated within Neuroscience. William and Mary students who major in Neuroscience take courses in many of these fields, and all have one thing in common – a fascination with how the brain works. Although the discipline of neuroscience is over 100 years old, it has experienced dramatic growth and interest during the last 40 years. A former president of the United States designated the 1990's the "Decade of the Brain" in recognition of the importance of neuroscience research for the well-being of the nation. The year 2000 marked the beginning of the "Decade of Behavior," designed to increase public awareness and understanding of the importance of behavioral science research to health.

An interdisciplinary studies concentration in Neuroscience is as good as any other liberal arts major for those interested in entering the workforce immediately after graduation, though many Neuroscience concentrators go on to pursue graduate or professional programs. Majoring in Neuroscience provides a good background for master's or PhD programs in a variety of disciplines, such as neuroscience, physiology, and pharmacology, among others. Additionally, many students find that neuroscience is an excellent preparation for medical or dental school.

The Curriculum

The standard curriculum requires a minimum of 37 credit hours (plus 18 credit hours in prerequisites), as listed below. Alterations in the prescribed curriculum, while not encouraged, may be petitioned to the Committee on Honors and Interdisciplinary Studies.

Prerequisite Courses

CREDITS	COURSE
3	BIO 203 Principles of Biology I
3	BIO 204 Principles of Biology II
3	CHEM 103 General Chemistry I
3	CHEM 206 Organic Chemistry I
3	PSY 201 Introduction to Psychology as a Natural Science
3	PSY 301 Elementary Statistics

Required Courses

CREDITS	COURSE
4	PSY 302 Experimental Methods
3	PSY 313 Physiological Psychology
4	BIO 206 General Zoology
3	BIO 345 Neurobiology
3	CHEM 307 or 209 Organic Chemistry II
3	CHEM 308 General Chemistry II or 305 Inorganic Chemistry
4	PHYS101 or 107 General Physics I
4	PHYS102 or 108 General Physics II

A concentrator must also complete at least three additional courses from those listed below. One course must be chosen from the Behavioral Neuroscience group, one from the Cell/Systems Neuroscience group, and the third can be selected from either group.

Behavioral Neuroscience Courses

CREDITS	COURSE
3	BIO 410 Animal Behavior
4	PSY 413 Research in Physiological Psychology
4	PSY 415 Comparative Psychology
3	PSY 445 Psychopharmacology
3	PSY 447 Functional Neuroanatomy

Cell/Systems Neuroscience Courses

CREDITS	COURSE
3	BIO 404 Developmental Neurobiology
3	BIO 415 General Endocrinology
4	BIO 447 Neurophysiology
3	APSC451 Cellular Biophysics and Modeling

Philosophy

PROFESSORS **J. Harris** (Chair and Haserot Professor), **Fuchs, Goldman** (Kenan Professor) and **G. Harris** (Chancellor Professor). ASSOCIATE PROFESSORS **Bohl, Davies** (On leave 2002-2003), **Ekstrom** (Boyd Professor, On leave 2002-2003), and **Fowler**. ASSISTANT PROFESSORS **Costelloe, deGaynesford** and **Merritt**. VISITING ASSISTANT PROFESSORS **Fudge** and **Woodbridge**. VISITING INSTRUCTOR **Dyson**.

The department, through a varied and extensive program of courses, presents students with past and present attempts to think critically and reflectively about fundamental questions of knowledge and value in order that they will be led to examine their own views. The study of philosophical problems in the spirit of free inquiry requires the student to develop and exercise the powers of precise discrimination, creative imagination, logical organization and evaluative judgment.

Several sections of the introductory course are offered. All use a topical approach to the problems of philosophy. A large number of middle-level courses are offered to meet the needs of students who wish to take courses that might be particularly relevant to their own field of concentration. Many philosophy courses are particularly suited to the needs of students with interdisciplinary concentrations. The department also offers specialized and intensive courses of a historical, methodological and systematic character for those students who wish to concentrate in philosophy. A concentration may serve as a preparation for graduate study, or, as is more usually the case, as a sound foundation for a liberal education. Many concentrators go into professions such as law, where training in philosophical analysis is particularly advantageous.

Requirements for Concentration

A student whose aim is to use a concentration in philosophy as a basis for a liberal education may take the minimum concentration requirement of 30 hours in the department. Those who wish to prepare for graduate study in philosophy or in a related discipline will normally take more than this required minimum. A program for each concentrator will be developed through consultation with a member of the philosophy faculty acting as a concentration advisor. Each program of concentration must fulfill the following requirements:

1. at least two courses in the history of philosophy, one selected from 324 (Chinese), 331 (Greek), or 332 (Medieval), and another selected from either 352 (17th and 18th Century) or 353 (Kant and his Successors);
2. at least one course in contemporary philosophy, selected from 313 (Science), 321 (Existentialism), 322 (American), 336 (Contemporary Analytic), 401 (Theory of Knowledge), 405 (Phenomenology), 406 (Philosophy of Language) or 413 (Philosophy of Mind);
3. a logic course, either 210 (Introduction to Critical Thinking) or 301 (Symbolic Logic). 301 (Symbolic Logic) is especially recommended for those students who contemplate graduate study in philosophy;
4. at least two 400-level seminars (exclusive of 441, 442, 495 and 496);
5. successful completion of the departmental writing requirement, which consists of a grade of C- or better in two 400-level courses.

Concentrators are strongly encouraged to complete requirements 1), 2) and 3) before the end of the junior year.

Computer Proficiency Requirement

In order to pass the Concentration Computing Proficiency Requirement in philosophy, concentrators must pass two 400-level seminar courses with a grade of C- or better, and each student must produce at least one paper for each of these courses by word processor and certify that the paper was produced by the student in that manner.

Requirements for Minor

A minor in philosophy is also offered. A student who wishes to complete a minor in philosophy must complete the minimum minor requirement of 21 hours in philosophy. Each minor program must fulfill the following requirements:

1. at least one course in the history of philosophy selected from among Philosophy 324, 331, 332, 333, 352 and 353;
2. at least one course in contemporary philosophy selected from among Philosophy 313, 321, 322, 336, 401, 405, 406 and 413;
3. at least one course at the 400 level;
4. Declaration of intention to minor filed with either the chair or secretary of the department.

Description of Courses

150W. Freshman Seminar in Philosophy.

Fall and Spring (4,4) deGaynesford, Goldman, Staff.

An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. This is a writing intensive course; a grade of C- or better satisfies the College Writing Proficiency Requirement.

201. Introduction to Philosophy.

(GER 7) Fall and Spring (3,3) Bohl, Costelloe, Dyson, Fudge, J. Harris, Woodbridge, Staff.

An introduction to the problems, methods and scope of philosophical inquiry through readings from historical and contemporary sources. Typically, the readings include at least one dialogue of Plato, the Meditations of Descartes, and usually selections from other philosophers.

NOTE: Seniors may take this course only with the permission of the instructor. Students may not receive credit for both 150W and 201.

210. Introduction to Critical Thinking.

Fall and Spring (3,3) Fudge, Staff.

A survey of formal and informal logical techniques with emphasis on their practical applications and historical significance. Among the techniques studied are syllogistic logic, informal fallacies and induction.

215. Contemporary Moral Issues.

(GER 7) Fall and Spring (3,3) G. Harris, Merritt.

A course focused on particular moral issues facing contemporary society and the ethical arguments provoked by them. Topics discussed in the course may include, among others, abortion, euthanasia, hate speech, capital punishment, surrogacy, genetic engineering, war and nuclear arms.

220. Philosophy and Feminism.

(GER 7) Fall and Spring (3,3) Staff. (Not offered 2002-2003)

This course examines two ways philosophy and feminism intersect: philosophical arguments are used to support particular feminist theories and to criticize competing theories; and feminist theory is used to criticize traditional philosophical theories of ethics, knowledge, and science.

225. The Philosophic History of American Environmentalism.

(GER 4A) Fall (3) Fowler. (Not offered 2002-2003)

Examines basic ethical controversies surrounding modern American environmentalism, with special focus on: 1) our moral place in Darwinian nature, 2) the wilderness ideal, 3) Native American ecology, land ethic and deep ecology, 4) preserving biodiversity, and 5) environmentalism as social (in?) justice.

230. The Philosophic History of Universal Rights, 1945 – Present.

(GER 4A) Fall (3) Fowler.

Internationally recognized universal rights have radically expanded over the past fifty years. Originally confined to political and religious rights, today they encompass women's rights, environmental rights, the rights of cultural minorities, etc. The course traces the philosophic controversies surrounding this expansion.

301. Symbolic Logic.

Spring (3) Staff.

An introduction to the principles of valid reasoning. Special emphasis will be given to modern symbolic techniques and some of their applications.

303. Ethics.

(GER 7) Fall and Spring (3,3) Fowler, Fuchs, Goldman, G. Harris, Merritt, Staff.

An introduction to the problems of ethics and the nature of ethical reasoning. Included are historically important topics such as hedonism, egoism, utilitarianism and relativism, as well as contemporary moral issues such as abortion, euthanasia and civil disobedience.

304. Aesthetics.

(GER 7) Spring (3) Costelloe. Prerequisites: One course in philosophy, extensive experience in/of arts or permission of instructor.

A philosophical examination of aesthetic perception and criteria of value. Special attention will be given to the elements of art and the function of form, symbol, expression and truth in art.

305. Social and Political Philosophy.*(GER 7) Fall (3) Fuchs.*

A philosophical examination of major theories dealing with social and political issues such as governmental authority, individual rights, distributive justice, democracy and the importance of community.

306. Philosophical Problems.*Spring (3) Jones. Prerequisites: Variable by topic.*

A study of some major philosophical problems such as those concerning knowledge and reality, morality and conduct, and art and beauty. Special attention will be devoted to philosophical method. This course may be repeated for credit.

310. Philosophy of Law.*(GER 7) Spring (3) Goldman.*

A critical examination of the concepts and arguments used in legal reasoning. Questions to be examined include: the nature of law, the grounds for obedience to law, the relationship of law to morality, and the grounds for legal punishment.

311. Philosophy of Religion.*Spring (3) Staff. Prerequisite: PHIL201 or PHIL150W. Or consent of instructor.*

A philosophical investigation of the nature of religious experience, activity and belief. The course will also include an examination of such topics as those of God, freedom, immortality, arguments for existence of God and the problem of evil.

313. Introduction to the Philosophy of Science.*Fall (3) Davies. Prerequisite: PHIL201 or PHIL150W. Or consent of instructor. (Not offered 2002-2003)*

A philosophical examination of the nature, validity and significance of scientific inquiry. Special attention will be given to the descriptive, explanatory and predictive aspects of scientific theories.

321. Existentialism.*(GER 4A) Fall (3) Bohl. Prerequisites: PHIL201 or PHIL150W or consent of instructor.*

An examination of important aspects of existentialism with readings in such philosophers as Kierkegaard, Nietzsche, Heidegger and Sartre. Some attention will also be given to the impact of these philosophical movements upon contemporary literature, religious thought and psychology.

322. American Philosophy.*(GER 4A) Spring (3) J. Harris. Prerequisites: PHIL201 or PHIL150W or consent of instructor.*

A study of readings selected from the works of 20th-century American philosophers such as Peirce, James, Dewey, Santayana and Whitehead.

324. Classical Chinese Philosophy.*(GER 4B) Spring (3) Bohl. Prerequisites: PHIL201 or PHIL150W or consent of instructor.*

A study of the major philosophers of the classical period of Chinese philosophy. Study will be devoted to Confucius, Mencius and Chuang Tze.

331. Greek Philosophy.*(GER 4A) Fall and Spring (3,3) Dyson. Prerequisites: PHIL201 or PHIL150W or consent of instructor.*

A critical examination of representative Greek philosophers with special emphasis on Plato and Aristotle.

332. Medieval Philosophy.*(GER 4A) Spring (3) Staff. Prerequisites: PHIL201 or PHIL150W or consent of instructor.*

Analysis of selected writings of major medieval philosophers such as Augustine, Erigena, Anselm, Maimonides, Aquinas, Duns Scotus and Occam.

336. Contemporary Analytic Philosophy.*Fall (3) Bohl. Prerequisites: PHIL201 or PHIL150W.*

An examination of the major philosophical writings of 20th-century analytic philosophers such as Russell, Ayer, Austin and Wittgenstein.

†341. Directed Readings in Philosophy.*Fall (Credit to be arranged.) J. Harris. Prerequisite: Consent of department required.*

Individually supervised readings and study of philosophical subjects that are not available through regular course offerings. This course may be repeated for credit. (Detailed description of requirements available from the department office.)

†342. Directed Readings in Philosophy.

Spring (Credit to be arranged.) J. Harris. Prerequisite: Consent of department required.

Individually supervised readings and study of philosophical subjects that are not available through regular course offerings. This course may be repeated for credit. (Detailed description of requirements available from the department office.)

352. 17th- and 18th-Century Philosophy.

(GER 4A) Fall (3) Costelloe. Prerequisites: PHIL150W or PHIL201 or consent of instructor.

An examination of rationalism (e.g., Descartes, Spinoza, Leibniz), empiricism (e.g., Hume, Locke, Berkeley) and their culmination in Kant.

353. Kant and his Successors.

(GER 4A) Spring (3) Fowler. Prerequisites: PHIL150W or PHIL201 or consent of instructor.

An examination of Kant and some of the 19th-century philosophical responses to his philosophy (e.g., Hegel, Marx, Nietzsche).

360. Advanced Logic.

Spring (3) Staff. Prerequisite: PHIL301. Or consent of instructor.

Systematic investigation of topics in logic drawn from such areas as system construction, proof theory, modal and deontic logic, and abstract set theory.

401. Theory of Knowledge.

Fall (3) J. Harris. Prerequisites: PHIL201 or PHIL150W. And three other courses in philosophy or consent of instructor. (Not offered 2002-2003)

An examination of contemporary philosophical theories about such topics as the nature of knowledge, criteria for truth, perception, meaning, knowledge, validation of belief and skepticism.

403. Advanced Ethics.

Fall (3) G. Harris. Prerequisites: PHIL303. And three other courses in philosophy or consent of instructor.

A study of selected normative and theoretical problems in moral philosophy, such as the justification of ultimate moral principles, theories of social justice, or freedom and moral responsibility.

405. Phenomenology.

Fall (3) Fowler. Prerequisites: PHIL201 or PHIL150W. And three other courses in philosophy or consent of instructor. (Not offered 2002-2003)

A study of phenomenology as a philosophical method. The readings will include some literary and psychological materials as well as the philosophical writings of such figures as Husserl, Heidegger and Merleau-Ponty.

406. Philosophy of Language.

Spring (3) Staff. Prerequisites: PHIL301. And three other courses in philosophy or consent of instructor. (Not offered 2002-2003)

A survey of recent philosophical questions about language and meaning. Topics such as the following will be considered: reference, analyticity, speech acts, and semantic and syntactic theories. Focus will be on such figures as Russell, Austin, Quine and Wittgenstein.

410. Morality and Law.

Spring (3) Fuchs. Prerequisites: PHIL303. And three other courses in philosophy or consent of instructor.

An inquiry into the ethical content of law and the way in which moral standards shape legal systems. Consideration will be given to the moral foundations of positive law, the permissible moral scope of law and the ethical content of our existing legal system.

413. Philosophy of Mind.

Spring (3) Staff. Prerequisites: PHIL201 or PHIL150W. And three other courses in philosophy or consent of instructor. (Not offered 2002-2003)

Critical analysis of contemporary theories concerning the nature of consciousness, the concept of the person and personal identity, and some theories of the relation of the mind to the body.

422. Great Philosophers.

Spring (3) Staff. Prerequisite: Variable by topic.

A systematic study of the thought of a great philosopher such as Descartes, Spinoza, Hume or Wittgenstein. The particular philosopher to be studied is designated each time the course is offered. This course may be repeated for credit.

431. Advanced Seminar in Philosophy.

Fall (3) deGaynesford, Woodbridge. Prerequisite: Variable by topic.

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

432. Advanced Seminar in Philosophy.

Spring (3) Staff. Prerequisite: Variable by topic.

Special advanced topics of interest to faculty and students will be discussed in seminar fashion. Students in the course are expected to write and present papers for discussion. This course may be repeated for credit.

†441. Independent Study in Philosophy.

Fall (3) J. Harris. Prerequisites: Senior standing or eight courses in philosophy and departmental approval prior to registration.

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

†442. Independent Study in Philosophy.

Spring (3) J. Harris. Prerequisites: Senior standing or eight courses in philosophy or departmental approval prior to registration.

Individually supervised study of special topics. This course may be repeated for credit. (Detailed description of requirements available from department office.)

†495-496. Honors.

Fall, Spring (3,3) J. Harris. Prerequisite: Departmental approval prior to registration.

See section on Concentration Honors program (page 72) for general requirements and procedures. Students wishing to do Honors work in philosophy should submit a written request to the chair by February 15 of their junior year. Students should see the department chair for a detailed statement of the requirements of the Honors program and the specification of the information that is to be included in the written request for Honors study.

Physics

PROFESSORS Cooke (Chair), Carlson (Class of 1962 Professor), Champion (Chancellor Professor), Delos, Eckhause, Finn, Griffioen, Hoatson, Kane, Kossler, Krakauer, Manos (CSX Professor of Applied Science), Perdrisat, Petzinger, Remler, Sher, Tracy, Vahala, von Baeyer (Chancellor Professor), Walecka (Governor's Distinguished CEBAF Professor) and Welsh (Chancellor Professor). ASSOCIATE PROFESSORS Armstrong (Class of 1963 Associate Professor of Physics), and Zhang (Sally Gertrude Smoot Spears Associate Professor of Physics). ASSISTANT PROFESSORS Averett, Carone, Chaloupka and Reilly. PROFESSORS EMERITUS Crawford, Funsten, Gross, McKnight and Schone. TJNAF PROFESSOR Cardman. TJNAF ASSOCIATE PROFESSOR Carlini. ADJUNCT PROFESSORS Dylla, Heyman, Levine, Osborne and Wolf. ADJUNCT ASSOCIATE PROFESSOR Majewski. ADJUNCT ASSISTANT PROFESSORS Danehy and Lung. RESEARCH ASSOCIATE PROFESSORS Benner, Landy and Venkataraman. RESEARCH ENGINEER Bensel.

Program

Traditionally, many physics undergraduates continue in graduate school in pursuit of Ph.D. degrees. Students who complete a physics concentration also enter a variety of other fields, including among many others, archaeology, astronomy, biology, mathematics, computer science, high school teaching, law, medicine, environmental sciences, operations research, technical sales, industrial management, engineering and oceanography. Because physicists are scientific generalists, undergraduate work in physics followed by specialization in other areas has become one of the preferred preparations for many activities that are setting new directions in society. The requirements for concentration in physics are relatively flexible, and are designed to prepare people for either graduate work in physics or for later specialization in other areas.

Students completing a concentration in physics must take Physics 101, 102, 201, 208, 251, 252, 313, 401, two of the four courses Physics 303, 314, 402, 403, and either the Senior Project (Physics 451-452) or Honors (Physics 495-496) (substitutions for these requirements must be approved by the departmental undergraduate committee and the chair). The requirement of senior project or Honors insures that all majors will engage in independent research during the senior year. Because of the extensive facilities available through the graduate program of the department, the senior projects generally deal with problems at the frontiers of physics. It is only through being actively involved in such pursuits that a student can appreciate the nature of the discipline.

The departmental computing proficiency requirement is incorporated in the physics concentration requirements. Details may be obtained from the department office. The concentration writing requirement may be satisfied by taking Physics 451-452 or Physics 495-496.

Students who plan to attend graduate school in physics should take all of the courses listed above (including Physics 303, 314, 402 and 403) as well as the junior laboratories (Physics 351-352) and the Undergraduate Seminar (Physics 309). To prepare for some engineering or professional programs it may be appropriate to substitute courses or elect additional courses.

Suitable mathematics courses should also be taken, including Math 111, 112, 212, 302 and 211.

An alternative track for those who are planning to fulfill the requirements for entering medical school consists of Physics 101-102 or 107-108, 201, 208, 251, 252, 313, 401, the Senior Project (Physics 451-452) or Honors (Physics 495-496). A minimum of 30 credits in physics must be completed. In addition, this track requires either Chemistry 209/353 or Chemistry 307/353, 308/354, and Biology 206 for a minimum total of 42 credits.

The minor in physics consists of 20 credits and includes Physics 101, 102, 201 and three other Physics courses, one of which is numbered above 201.

Information on the program can be obtained through the World Wide Web at the address www.physics.wm.edu.

Description of Courses

101-102. General Physics.

(102 satisfies GER 2A, Lab) Fall-Spring (4,4) von Baeyer, Staff. Corequisites: MATH111-112 recommended.

This course is designed to develop an understanding of the fundamental concepts of physics. Emphasis is placed upon Newtonian mechanics, thermodynamics, electricity and magnetism, and modern physics; current research and applications are discussed. Designed for students who are considering concentrating in one of the sciences or mathematics. An honors section of the Physics 102 lecture and honors sections of the laboratories are open to students that have a good preparation for and a strong interest in physics. Students may not obtain credit for both Physics 101 and 107, or for both Physics 102 and 108. Physics 101 is a prerequisite for Physics 102.

104. Energy and Flight.

(Lab) Fall and Spring (1, 1) Griffioen. Prerequisite or corequisite: PHYS105. Optional corequisite: MATH104. (Not offered 2002-2003)

Work in this laboratory will examine the transformation of energy from one form to another as experienced in practical situations. Particular attention will be paid to the energy budget of an aircraft in flight. Students may satisfy GER 2A with the lab requirement by successfully completing Physics 104 and 105.

105. Great Ideas of Physics.

(GER 2A) Fall (3) Griffioen.

Introduction to the fundamental laws and dominant themes of modern physics, illustrated with selections from the classics of science writing. The course is intellectually sophisticated, but requires no math beyond ratios. (Not appropriate for science and math concentrators.) Students may not receive credit for Physics 105 if taken after passing Physics 101 or 107.

107-108. Physics for the Life Sciences.

(108 satisfies GER 2A, Lab) Fall-Spring (4, 4) Sher, Staff.

Covers the fundamental concepts of physics. Newtonian mechanics, wave motion, electric and magnetic fields, simple circuits, and some modern physics are discussed. Designed for students in the life-sciences, including pre-meds. High school science as well as algebra and trigonometry are assumed. Students may not obtain credit for both Physics 101 and 107, or for both Physics 102 and 108. Physics 107 is a prerequisite for Physics 108.

109. Practical Physics.

(GER 2A) Spring (3) Welsh.

Bicycles, guitars, cameras and other ordinary objects are studied and explained to obtain an appreciation of the underlying laws of nature. Mechanics, wave motion, optics, acoustics, thermodynamics and some electromagnetism and nuclear/particle physics are discussed and demonstrated by understanding the functioning of objects of everyday experience. The required mathematics is limited to algebra. The associated laboratory is strongly encouraged but not required. Students may not receive credit for Physics 109 if taken after passing Physics 101 or 107.

110. Experimental Practical Physics.

(Lab) Spring (1) Welsh. Corequisite: PHYS109.

A series of experiments employing common objects of general, everyday experience is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature. Student-generated projects will be encouraged.

121. Physics of Music.

(GER 2A) Fall (3). (Not offered 2002-2003)

Basic concepts of physics, particularly acoustics, needed for an understanding of the properties of sound and music. The course will be in the form of a workshop and students will participate in the performance of experiments which illustrate the ideas.

150/150W. Freshman Seminar.

Fall or Spring (3-4) Staff.

A course that introduces freshmen to topics in the study of Physics. 150W satisfies the freshman writing requirement.

175. Development of Physics and Cosmology.

(GER 2A) Fall and Spring (3, 3) Staff. (Not offered 2002-2003)

The evolution of ideas about the structure and nature of the universe from the time of the Renaissance to the present. The role of modern physics in understanding the history of the universe is stressed.

176. Introductory Astronomy.

(GER 2) Fall and Spring (3, 3) Petzinger.

Descriptive study of the solar system; theories of the origin of the solar system. Star classification; descriptive studies of star clusters and galaxies. Recent developments such as quasars, pulsars, neutrino astronomy and radio astronomy. Current theories of the origin of the universe. Course includes observation of the sky.

177. Astronomy Laboratory.

(Lab) Fall and Spring (1,1) Landy. Prerequisite or Corequisite: PHYS176.

A series of experiments is undertaken with the goal of understanding both the scientific method of measurement and the laws of nature as they apply to astronomy. Two and one-half laboratory hours.

201. Modern Physics.

Fall (3) Reilly. Prerequisites: PHYS101, PHYS102 or PHYS107, PHYS108.

20th-century developments in physics. Relativity theory; the nature of space and time, the paradox of the twins, the equivalence of mass and energy. Introductory quantum theory; the particle nature of light, the wave nature of electrons, atomic and molecular structure, the structure of the nucleus and the discovery of new particles. This course is appropriate for all those majoring in science or mathematics.

208. Classical Mechanics of Particles and Waves I.

Spring (4) Staff.

Newton's laws, the simple harmonic oscillator, the central force problem, multi-particle systems including coupled oscillators and rigid bodies.

251. Experimental Atomic Physics.

Fall (2) Kossler. Corequisite: PHYS201.

Fundamental experiments in atomic physics. Modern scientific methods and instruments are used in such classic experiments as the measurement of the speed of light, the Millikan oil drop experiment, the photoelectric effect and optical spectroscopy.

252. Electronics I.

Spring (2) Cooke.

Introduction to passive analysis and electrical networks, application of circuit analogs to mechanical systems, including wave motion.

303. Classical Mechanics of Particles and Waves II.

Fall (3) Perdrisat. Prerequisite: PHYS208.

Mechanics of continuous media, waves, lagrangian and hamiltonian mechanics, tensors.

309. Undergraduate Seminar.

Spring (1) Reilly.

Discussion of contemporary research in physics. Faculty members give survey talks during the first part of the semester. During the second part, students give talks based on their reading and research. May be repeated for credit.

313-314. Introduction to Quantum Physics.

Fall-Spring (3,3) Carone. Prerequisites: PHYS201, PHYS208.

Introduction to non-relativistic quantum mechanics, emphasizing basic principles with illustrations from atomic, solid state and nuclear physics.

351. Electronics II.

Fall (1) Cooke.

Design and construction of active circuits and devices used in experimental research. This course includes instruction in machine shop.

352. Experimental Modern Physics.

Spring (2) Kossler.

Experiments in atomic, nuclear, solid state and elementary particle physics.

362. Modern Scientific Worldview.

(GER 4A) Spring (3) Remler.

A seminar discussing science's contribution to an enlightened worldview. Science's purpose, bounds, and relation to common and uncommon sense. Ties between science, mathematics, technology, religion and arts. Studies include Pythagoras, Plato, Corpus Hermeticus, Bacon, Galileo, Descartes, Newton, Comte and Darwin. A previous course in some basic college science is recommended.

401-402. Electricity and Magnetism.

Spring and Fall (3,3) Averett. Prerequisite: PHYS208.

Development of the theory of electricity and magnetism from fundamental principles. Maxwell's equations, electromagnetic waves and radiation.

403. Thermodynamics and Introduction to Statistical Mechanics.

Fall (3) Champion. Prerequisite: PHYS201.

The principles of thermodynamics, kinetic theory of gases and elementary statistical mechanics.

404. Quantum Physics.

Spring (3) Staff. Prerequisites: PHYS313, PHYS314.

The quantum theory in its application to atomic, condensed matter, nuclear and elementary particle physics.

417. History of Physical Science: Its Origins, Sixth Century B.C. through the Renaissance.

Fall (3) Staff. (Not offered 2002-2003)

A study of the Greek and Hellenistic endeavors to explain observed physical phenomena, of Arab science in the Middle Ages, of the revival of academic science during the rise of the European universities, and of the Renaissance beginnings of modern physics and astronomy.

418. History of Physical Science: The Classical Period, 1687-1900.

Fall (3) Staff. (Not offered 2002-2003)

A study of the development of the physical sciences after the publication of Newton's Principia. Emphasis will be placed on influences acting on and within the scientific community, on the impact of science on the institutions of society, and on the interrelations between the development of science and that of mathematics and philosophy.

451-452. Physics Research.

Fall and Spring (1-3,1-3) Hoatson.

Independent study including bibliographic and experimental or theoretical research and a research paper. The student will be required to submit a preliminary draft of the research paper during the first semester and will be expected to work closely with an advisor both in the actual research and in preparation of an acceptable report. If satisfactorily completed, this course will meet the College writing requirement. May be repeated for credit.

475. Introduction to Mathematical Physics.

Spring (3) Staff.

Vector analysis, complex variables, matrices, series solutions of differential equations, orthogonal functions and partial differential equations. (Cross listed with APSC446)

476. Modern Astrophysics.

Spring (3) Staff. Prerequisites: PHYS303, PHYS313. Corequisite: PHYS401.

An introduction of modern astrophysics. Topics may include stellar characteristics and evolution, galactic structure, cosmology, general relativity and the tools and techniques of astronomy and astrophysics. May not be counted toward a concentration in physics.

481. Topics in Physics.

Fall (1-3) Staff.

May be repeated for credit when the instructor determines that there will not be a duplication of material.

482. Topics in Physics.

Spring (3) Staff.

May be repeated for credit when the instructor determines that there will not be a duplication of material.

†*495-496. Honors.

Fall, Spring (3,3) Hoatson.

Students admitted to Honors study in physics will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of the literature of physics; (b) the preparation and presentation by April 15 of an Honors essay based on the student's own research, or part of a major research project; (c) satisfactory completion of a comprehensive oral examination on essay and related topics. If successfully completed this course will satisfy the College writing requirement. In addition to the concentration course requirements, the department

requirements for Honors specify Physics 303 and 351, as well as either Physics 314 or 402. In applying for Honors, students must submit a proposal to the undergraduate committee during the semester preceding enrollment. For College provisions governing the Admission to Honors, see page 72.

Graduate Program

The department offers the degrees of Master of Science and Doctor of Philosophy. Degree requirements and a full description of graduate courses in physics can be obtained through the World Wide Web at www.physics.wm.edu or you may request application forms by e-mail at grad@physics.wm.edu or by writing to the Chair of the Graduate Admission Committee in Physics.

Psychology

PROFESSORS Ventis (Chair), Nezlek, Nichols, Shaver and Shean. ASSOCIATE PROFESSORS Feist (On leave 2002-2003), Galano, Hunt, Kirkpatrick, Langholtz, Pilkington and Watson. ASSISTANT PROFESSORS Ball, Barnet, Burk, and Rubenstein. VISITING ASSISTANT PROFESSORS Eischeid and Parish. ADJUNCT FACULTY Bierenbaum, Bisconer, Eppinger, Frieden, Gross and Tiller.

Requirements for Concentration

Degree of Bachelor of Arts

A minimum of 32 credits in the department is required for concentration in psychology including 201, 202, 301, 302 and one advanced research course (410-422). An additional intermediate course may be specified when it is a prerequisite for a specific advanced research course. At least 29 credits must be other than practicum courses (402, 404 or 498). All students preparing for graduate study in psychology, whether or not they are concentrators, are advised to obtain practical experience in areas appropriate to their interest.

Degree of Bachelor of Science

Candidates for the B.S. degree with non-natural science concentrations must complete three additional courses in computer science, mathematics, biology, chemistry, geology or physics. This is in addition to satisfying the GER 1 and 2. The preferred science is biology. A combined interdisciplinary degree in neuroscience is also available, as described on page 257 of this catalog.

Normal Program Recommended for Concentration

Psychology 201 and 202, 301, 302, one advanced research course (410-422), and a selection of intermediate and advanced courses appropriate to the student's interests and career goals. Students planning to attend graduate school should speak to their advisor about the specific curriculum best suited to their plans.

To fulfill the Concentration Writing Requirement concentrators must earn a grade of "C-" or better in either Psychology 302 or any advanced research course in psychology.

Concentrators will satisfy the Computing Proficiency Requirement by passing Psychology 301.

Minor Requirements

At least 21 credits of psychology, including Psychology 201 and 202, and two courses numbered 370 to 390 or 450 to 470. After taking the necessary courses, students may declare a psychology minor in their senior year when they declare their intent to graduate.

Description of Curriculum

Courses numbered 310-330 are lecture courses, intended for both concentrators and non-concentrators. Courses numbered 370-395 are small lecture courses intended primarily for concentrators, although non-concentrators interested in the subject matter are encouraged to enroll. Courses numbered 401-409 are practica courses, in which students gain practical experience. They are intended primarily for concentrators, although non-concentrators with appropriate qualifications can enroll. Courses numbered 410-425 are seminar-sized laboratory courses intended primarily for concentrators. Each of these courses provides students with advanced training in the scientific methods of a particular subdiscipline within psychology. Courses numbered 440-469 are seminars, and audiences for these courses will vary from course to course. Contact individual instructors for details.

Description of Courses

150. Freshman Seminar.

Fall and Spring (3,3) Staff.

This course is designed to introduce freshmen to selected topics in Psychology.

201. Introduction to Psychology as a Natural Science.

(GER 2B) Fall and Spring (3,3) Nezlek, Pilkington.

A study of basic principles of behavior, in sensation and perception, conditioning and learning, drives and motivation, response mechanisms and cognitive processes.

202. Introduction to Psychology as a Social Science.

(GER 3) *Fall and Spring (3,3) Nezelek, Pilkington, Ventis.*

An examination of basic concepts in abnormal, developmental, personality and social psychology, normality and deviation, behavior modification, stages of development, personality traits, motives, attitudes and social perceptions.

301. Elementary Statistics.

(GER 1) *Fall and Spring (3,3) Barnet, Kirkpatrick, Parish, Staff. Prerequisite: PSY 201 or PSY 202. Corequisite: PSY 301L.*

An introduction to statistics, both descriptive and inferential, including analysis of variance and correlation. Hypothesis testing and the analysis of research data are strongly emphasized.

302. Experimental Methods.

Fall and Spring (4,4) Ball, Eischeid, Staff. Prerequisites: PSY 201, PSY 202, PSY 301. Corequisite: PSY 302L.

An introduction to empirical research with emphasis upon the methods by which psychological data are obtained. The course will consider naturalistic and correlational methods as well as experimental techniques.

310. Developmental Psychology.

(GER 3) *Fall and Spring (3,3) Rubenstein, Staff. Prerequisite: PSY 202.*

A life-span survey of human development, with emphasis on perceptual, cognitive and social processes. This course may be used to meet state teaching certification requirements.

311. Learning and Memory.

Fall or Spring (3) Ball, Barnet. Prerequisite: PSY 201.

An opportunity to engage in research and theorizing about learning and memory.

312. Personality Theory.

Fall and Spring (3,3) Parish, Staff. Prerequisite: PSY 202.

A survey of contemporary theory in the field with emphasis upon its empirical foundations and future possibilities.

313. Physiological Psychology.

(GER 2B) *Fall (3) Barnet, Hunt. Prerequisite: PSY 201.*

Physiological basis of behavior with emphasis on mechanisms in perception, learning, emotion and motivation.

314. Social Psychology.

Fall and Spring (3,3) Eischeid, Staff. Prerequisite: PSY 202.

This course examines the effects of social context on the behavior of the individual, with emphasis on prominent theories and research. Topics include social perception, attitude organization and change, the social consequences of individual motives, interpersonal influence, and the application of social psychology to contemporary social issues.

316. Psychology of Organizational Behavior.

(GER 3) *Fall (3) Shaver. Prerequisite: PSY 202.*

The basic unit of analysis for this course will be the human organization: corporate, educational, civil and others. Individual behavior is considered as it reflects and impinges upon the behavior of the organization. Systems analysis provides the basic analytic framework.

318. Abnormal Psychology.

(GER 3) *Fall and Spring (3,3) Nichols, Shean, Staff. Prerequisite: PSY 202.*

A survey of behavior pathology including the neuroses and psychoses and their relationship to current conceptions of normal personality.

320. Community Psychology and Prevention.

Fall (3) Galano. Prerequisite: PSY 202.

This course explores community psychology and the role of prevention in mental health. Contemporary prevention theory emphasizing an ecological and developmental approach to understanding risk and protective factors is presented. State-of-the-art model programs and community-based approaches are highlighted. Community-based preventionists make presentations.

371. History and Systems of Psychology.

Spring (3) Frieden. Prerequisites: PSY 201, PSY 202.

From Greek Philosophy to the present with special emphasis on the 19th and 20th centuries. The rise of the major systems: Existential and Humanistic Psychology, Structuralism, Functionalism, Gestalt Psychology, Psychoanalysis, Behaviorism. Some current issues such as the "cognitive revolution," dialectics, genetic epistemology and phenomenological research will be discussed.

372. Motivation and Emotion.

Spring (3) Staff. Prerequisites: PSY 201, PSY 202.

Theories and facts of motivation and emotion and consideration of their differences. Emphasis on theory and research.

373. Sexuality.

(GER 3) Fall and Spring (3,3) Frieden. Prerequisites: PSY 201, PSY 202. Junior or senior standing.

The study of behaviors associated with courtship and reproduction with an emphasis on humans. Topics include biological and environmental determinants of sexual behavior, physiology and psychology of sexual response, and gender differences.

374. Close Relationships.

Spring or Fall (3) Pilkington. Prerequisites: PSY 201, PSY 202, PSY 314.

Examines the scientific body of knowledge concerning the development, maintenance, and deterioration of friendships and romantic relationships. Specific topics include attraction, romantic love, models of relationship satisfaction and individual differences in approaches to close relationships.

375. Psychology of Decision Making.

(GER 3) Fall (3) Langholtz. Prerequisites: PSY 201, PSY 202. Business Statistics or Psychology Statistics or junior standing. Enrollment will be split 13 from Business and 13 from Psychology.

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Cross listed with BUS 442)

376. Health Psychology.

(GER 3) Fall or Spring (3) Galano. Prerequisites: PSY 201, PSY 202.

An overview of psychological theory, research and practice concerning the prevention, treatment, and progression of illness and the promotion of health. Specific topics include changing health habits, stress, pain, chronic and terminal illness, and the health-care delivery system.

378. Psychology of Religion.

Spring (3) Ventis. Prerequisites: PSY 201, PSY 202.

Examines the works of William James, Freud, Jung and Gordon Allport in light of current psychological theory and research, emphasizing religious development and the nature, modes and consequences of individual religious experience.

***391. Advanced Statistics.**

Fall (3) Kirkpatrick. Prerequisites: PSY 201, PSY 202, PSY 301. This course is a graduate level course that is open to undergraduates. Corequisite: PSY 391L.

An advanced course in statistics and experimental design. Three class hours, one laboratory hour.

***392. Multivariate Statistics.**

Spring (3) Kirkpatrick. Prerequisites: PSY 201, PSY 202, PSY 301. Corequisite: PSY 392L.

An introduction to multivariate statistics including such topics as multiple regression, multivariate analysis of variance and factor analysis.

402. Exceptional Children.

Fall or Spring (3) Shean. Prerequisites: PSY 201, PSY 202, PSY 310.

A consideration of the problems involved in providing psychological programs for the care of exceptional children. An overview of relevant research and treatment techniques will be combined with practical experience in field settings with exceptional children.

404. Practicum in Community Psychology and Prevention.

Spring (3) Galano. Prerequisites: PSY 201, PSY 202, PSY 320.

Supervised learning experiences provide opportunities to relate theoretical knowledge with the delivery of psychological services in the community. Students combine practicum with readings tailored to their service setting. A wide range of community based psychological training opportunities is available. One lecture hour, four-six hours in the community.

410. Research in Developmental Psychology.

Fall or Spring (4) Rubenstein. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 310. Corequisite: PSY 410L.

An examination of contemporary issues in developmental research. Research methods are considered in conjunction with a review of current literature in areas such as early socialization, cognitive development and behavior problems. Three lecture hours, two laboratory hours.

411. Cognition and Thinking.

Fall or Spring (4) Ball. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 311. Corequisite: PSY 411L.

An examination of the research and theory that helps describe and explain the structure and function of the mind. Three lecture hours, two laboratory hours.

412. Research in Personality.

Fall or Spring (4) Nezelek. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 312. Corequisite: PSY 412L.

An overview of research methods in the study of personality. Specific research topics such as achievement, motivation, aggression, anxiety, cognitive styles, intelligence and abilities, interpersonal attraction, locus of control, personalogy, self concept and gender differences will be reviewed in detail. Three lecture hours, two laboratory hours.

413. Research in Physiological Psychology.

Fall (4) Burk. Prerequisites: PSY 301, PSY 302, PSY 313. Corequisite: PSY 413L.

An advanced course in physiological psychology with emphasis on the anatomical and neurochemical basis of learning and memory. Three lecture hours, two laboratory hours.

414. Experimental Social Psychology.

Fall and Spring (4,4) Nezelek, Pilkington, Shaver. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 314. Corequisite: PSY 414L.

This course considers the methodology of contemporary experimental social psychology, concentrating upon laboratory experimentation, but including selected field techniques. Particular emphasis is placed on the experimenter-subject interaction, the ethics of research with human subjects, and the relationship between theory and research. Three lecture hours, two laboratory hours.

415. Comparative Psychology.

Spring (4) Barnet. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302. Corequisite: PSY 415L.

An examination of psychological mechanisms in animals that subserve such cognitive processes as perception, attention, working and reference memory, associative learning, spatial navigation, time perception, counting, concept learning and primate cognition. Three lecture hours, two laboratory hours.

417. Sensation and Perception.

Fall or Spring (4) Ball. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302. Corequisite: PSY 417L.

This course is concerned with the processes by which persons come to understand their environment. It considers what changes in the environment stimulate the senses and how the nervous system operates on this change to form projections about the real world. In each perceptual stage the influences of such processes as learning and motivation are examined. Emphasis is placed on analytic methods. Three lecture hours, two laboratory hours.

422. Behavior Modification.

Fall or Spring (4) Tiller. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302, PSY 318. Corequisite: PSY 422L.

This course will acquaint students with both techniques and research issues in behavior modification. Laboratory sessions will be devoted to gaining experience with the processes described and to preparing and implementing individual research projects. Three lecture hours, two laboratory hours.

***444. Psychology of Entrepreneurship.**

Spring (3) Shaver. Prerequisites: PSY 201, PSY 202.

A critical examination of the psychological characteristics of entrepreneurs. Emphasis placed on the psychological processes involved in creating a new business and making it a success. (Cross listed with BUS 444)

445. Psychopharmacology.

Fall (3) Burk. Prerequisites: PSY 201, PSY 313.

The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions. Students will gain an in-depth view of neurotransmitter systems and the mechanisms by which drugs act on these systems to alter behavior.

447. Functional Neuroanatomy.

Spring (3) Burk. Prerequisites: PSY 201, PSY 313.

This course examines neuroanatomy from a behavioral point of view. Students will learn how different parts of the brain organize into functional circuits that control various aspects of behavior, cognitive function, and emotions.

***450. Social Psychology and the Law.**

(GER 3) Spring (3) Shaver. Prerequisites: PSY 202, PSY 314 or PSY 375, or junior standing.

This course examines ways in which the theory and research of contemporary social psychology can be brought to bear on various aspects of the criminal justice system. Focus is on discretion on the part of the police, prosecution, courts and corrections. The course identifies social psychological processes that affect law enforcement and the administration of justice.

470. Topics in Psychology.

Fall and Spring (3,3) Staff. Prerequisites: PSY 201, PSY 202, as determined by individual professor.

Courses concerning special topics not covered in detail in regular course offerings. Course may be repeated; contents will vary but the credit each time is the same; three hours.

***480. Seminar.**

Fall and Spring (3,3) Staff. Prerequisites: PSY 201, PSY 202.

Special topics of interest to staff and students will be discussed in seminar fashion. Course may be repeated; contents will vary but the credit each time is the same; three hours.

***490. Directed Readings in Psychology.**

Fall and Spring (1-3,1-3) Staff. Prerequisites: PSY 201, PSY 202.

Individual supervised readings on special topics. Usually for advanced students. A student must have permission of a faculty supervisor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration.

***491. Independent Research.**

Fall and Spring (1-3,1-3) Staff. Prerequisites: PSY 201, PSY 202.

Individually supervised empirical investigations in the various areas of psychology. A student must have permission of a faculty supervisor before registering. Course may be repeated, contents and credit each time may vary according to an agreement reached between supervisor and student at the time of registration. This course does not meet the advanced research course requirement for the psychology concentration.

†495-496. Honors.

Fall, Spring (3,3) Staff. Prerequisites: PSY 201, PSY 202, PSY 301, PSY 302.

A student admitted to Honors study is eligible for an award of Honors in psychology on graduation. Requirements include: (a) supervised research in the student's special area of interest; (b) presentation by May 1 of an Honors thesis; and (c) satisfactory performance in a comprehensive oral examination in the field of the student's major interest. See page 72 of catalog or <http://www.wm.edu/CharlesCtr/>.

***498. Internship.**

Fall and Spring (1-3,1-3) Staff.

This course is designed to allow students to gain practical experience. The internship includes readings in relevant areas and a written report. The student must have a faculty member willing to supervise the internship, and a site willing to host it. A departmental handout describes the requirements in greater detail. Application required.

Public Policy

PROFESSORS **Archibald** (Director and Professor of Economics), **Campbell** (CSX Professor of Economics and Public Policy), **Finifter** (Dean of Research and Graduate Studies and Professor of Economics), **Robert E. Fritts** (Amb., ret.) (Senior Fellow in Foreign Policy), **Elaine S. McBeth** (Associate Director and Adjunct Professor of Economics and Public Policy), **Kelly L. Metcalf Meese** (Associate Director, Center for Public Policy Research), **Katherine I. Rahman** (Director, Washington Program), **W. Lee Rawls** (Adjunct Professor of Public Policy) and **Louis F. Rossiter** (Senior Research Fellow, Center for Public Policy Research).

The Thomas Jefferson Program in Public Policy

Undergraduate studies in public policy and public affairs have a long tradition at the College of William and Mary. Many students have followed their studies here with careers in policymaking, public service and politics. Currently, students can study public policy through a variety of disciplinary and interdisciplinary paths. These include disciplinary concentrations in business administration, economics, government, history, psychology and sociology, and interdisciplinary concentrations in environmental science, international relations, public policy and urban studies. Students choose a variety of post baccalaureate paths including taking a job in the public sector immediately after graduation, pursuing graduate studies in business administration, economics, environmental studies, health policy and administration, law, political science, psychology, public administration, public policy analysis, social work, sociology and urban affairs.

In addition to the interdisciplinary concentration, the Thomas Jefferson Program in Public Policy offers these other opportunities for students interested in public policy:

Internships

A variety of internships are available to students. Internships provide a unique experience that enable students to apply their academic studies to a professional setting. These internships are sometimes done for course credit, monetary compensation or purely for the experience. Typically, internships involve some supervision from a faculty member. Course credit is available for internships, either through Public Policy or Interdisciplinary Studies 491: Public Affairs Internship course (1 credit). See page 74 for more information on internships.

Washington Program

The Washington Program provides seminar opportunities for students to view an up-close snapshot of the Washington, D.C., policy arena. The Washington Program is a two-day thematic seminar in which two dozen students meet six to eight speakers who have a major involvement in public policy. These programs are initiated and supervised by faculty members who meet with students prior and subsequent to the trip to discuss the theme. Students are required to write a paper relating to the theme. There are two programs each year on such diverse topics as Federal policy and financial market instability, analysis of the presidential campaign, the congressional agenda, women and politics, the arts and public policy, and U.S. trade relations with Japan and Korea. Students receive one academic credit for successful participation in the Washington Program.

The Undergraduate Concentration in Public Policy

A concentration in public policy includes a minimum of 33 semester hours selected from courses listed below. In addition, the implicit requirements of Economics 101 and 102 add six more credits for the concentration. There is a set of seven core classes. The remaining 12 hours of required courses for the concentration must be chosen from the list of approved electives from the Departments of Economics, Government, History, Mathematics, Psychology, Religion, Sociology and the School of Business.

General Requirements

1. A concentration in public policy shall consist of a minimum of 33 semester hours selected from the courses listed below.
2. There is a set of seven common core courses. This includes: Statistics (either Economics 307 or Sociology 401), Government 350, Government 351, Economics 303, Economics 321, Ethics (Philosophy 303), and a second methods course (either Economics 308, Sociology 305 or Government 307).
3. The remaining 12 hours of required courses for the concentration must be chosen from the list of electives. While the list of electives includes courses in several topic areas, there is no requirement to take particular sets of courses.
4. The Concentration Writing Requirement can be fulfilled by following the standard procedure for departmental concentrators in either the Department of Economics or Department of Government.

5. The Concentration Computing Requirement can be fulfilled by following the standard procedure for departmental concentrators in either the Department of Economics or Department of Sociology.

Common Core

Students take seven common core courses as follows:

Government 350 - Introduction to Public Policy
Government 351 - Introduction to Public Administration

Economics 303 - Intermediate Microeconomic Theory
Economics 321 - Economics of the Public Sector

Ethics:

Philosophy 303 – Ethics

Statistics (choose one):

Economics 307 - Principles and Methods of Statistics
Sociology 401 - Social Research II: Statistical Analysis

Second Methods Course (choose one):

Economics 308 - Econometrics
Sociology 305 - Social Research I: Research Design
Government 307 - Political Polling & Survey Analysis

Electives

Students may choose a minimum of any four courses to fulfill the electives portion of their concentration. While there are several topic areas represented, students are free to choose any courses on the list to fulfill the requirements. In addition, students may petition to have a course that is not listed be approved for concentration elective credit.

Business 440 - International Business Management
Business 442 - Psychology of Decision Making (Cross listed with PSY 375)
Economics 304 - Intermediate Macroeconomic Theory
Economics 308 - Econometrics (if not taken for core)
Economics 311 - Money and Banking
Economics 322 - Environmental and Natural Resource Economics
Economics 341 - American Economic History
Economics 355 - Seminar in Population Economics
Economics 362 - Government Regulation of Business
Economics 382 - Comparative Economics
Economics 383 - Survey of Development Economics
Economics 408 - Time Series Econometrics
Economics 412 - Stabilization Policy
Economics 451 - Labor Market Analysis
Economics 452 - Income Distribution and Human Resources
Economics 456 - Economics of Health Care
Economics 460 - Economic Analysis of the Law
Economics 461 - Industrial Organization: Theory, Evidence and Cases
Economics 475 - International Trade Theory and Policy
Economics 476 - International Finance and Open Economy Macroeconomics
Government 307 - Political Polling and Survey Analysis (if not taken for core)
Government 324 - U.S. Foreign Policy (will count toward concentration elective credit only if History 445 not selected)
Government 328 - International Political Economy
Government 353 - The Politics of States and Localities
Government 360 - The American Welfare State
Government 370 - The Legislative Process
Government 371 - The Presidency
Government 372 - American Legal Process
Government 373 - Civil Rights and Civil Liberties
Government 454 - Seminar: The Politics of Metropolitan Areas
Government 457 - Seminar: Public Policy and Administration
Government 465 - Seminar: Public Opinion and Voting Behavior

Government 470 - Seminar: Congress and the President

Government 472 - Seminar: The Courts, Constitutional Politics and Social Change

History 443 - The Rise of Urban America

History 436- History of American Foreign Policy in the Cold War Era (concentration elective credit only if Government 324 not selected)

Mathematics 323 - Operations Research I - Deterministic Models

Mathematics 424 - Operations Research II - Stochastic Models

Psychology 320 - Community Psychology and Prevention

Psychology 375 - Psychology of Decision Making (Cross listed with BUS 442)

Psychology 450 - Social Psychology and the Law

Religion 322 - Medicine and Ethics

Sociology 305 - Social Research I: Research Design (if not taken for core)

Sociology 319 - Population Problems

Sociology 322 - Criminology

Sociology 330 - Sociology of Mental Illness

Sociology 331 - Mental Health in the Community

Sociology 335 - Sociology of Education

Sociology 348 - Environmental Sociology

Sociology 403 - Global Environmental Issues

Sociology 407 - Sociology of Aging

Sociology 410 - Deviance and Social Control

Sociology 413 - Urban Sociology

Sociology 419 - Medical Sociology

Public Policy 490 - Independent Study (as well as independent study in Economics, Government, History, Psychology and Sociology, provided that the project has a strong public policy focus)

Public Policy 495, 496 - Public Policy Honors

Description of Courses

*390. Topics in Public Policy.

Fall and Spring (3,3) Staff.

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

*391. Seminar-Short Course in Public Policy.

Fall and Spring (1,1) Staff.

Selected topics in public policy. The topic to be considered will be announced prior to the beginning of the semester. This course may be repeated for credit.

†490. Independent Study.

Fall and Spring (3,3) Archibald.

Directed readings/research course conducted on individual or group basis on various topics in public policy. The course may not be taken more than twice.

†495-496. Honors.

Fall, Spring (3,3) Archibald.

Students admitted to the Public Policy Honors program will be enrolled in this course during both semesters of their senior year. Students are responsible for (a) reading a selected bibliography; (b) satisfactory completion by April 15th of an original scholarly essay; and (c) satisfactory performance on a comprehensive oral examination. A student who completes the Honors essay but does not achieve Honors may be given credit for Public Policy 490. For College provisions governing the Admission to Honors, see page 72.

†498. Internship.

Fall and Spring (3,3) Archibald.

This course may be repeated for credit.

Religion

PROFESSORS Raphael¹ (Chair), Holmes², Morreall, Sonn³ and Tiefel. ASSOCIATE PROFESSOR Galambush⁴. ASSISTANT PROFESSORS Beach, Como, Daise, Fitzgerald and J. Kinnard. VISITING INSTRUCTORS Chang and Sharp. WALTER G. MASON VISITING FELLOW I. Kinnard.

Requirements for Concentration

Concentrators in religion will study several major traditions and theories about the nature and function of religion. Consultation with a department advisor is expected.

A concentration in religion requires 30 credit hours in the department and must include the following distribution: 391; 2 courses from 210, 211, 212; 1 course from 203, 204; 1 course from 213, 214, 215; and 3 advanced classes from 304, 305, 306, 308, 310, 317, 318, 321, 322, 323, 329, 331, 332, 333, 334, 335, 338, 339, 340, 341, 347, 351, 355, 358, 404, 411, 414, 416.

Students can fulfill the Concentration Writing Requirement by passing any of the following courses with a C- grade or better: 321, 322, 323, 330, 331, 332, 333, 341, 355, 358, 404.

Students can fulfill the Concentration Computing Requirement by passing any of the following courses with a C- grade or better: 305, 317, 318, 322, 331, 332, 334, 339, 340, 341, 345, 346, 355, 358, 391, 404, 411, 414, 416, 495/496.

Requirements for Minor

A minor in religion requires 18 credit hours in the department and must include two advanced courses in religion. Consultation with a departmental advisor is expected.

Areas of Study

Introductory Studies in Religion: 150 and 150W. Freshman Seminar; 201. Intro to Religion; 203. History and Religion of Ancient Israel; 204. Christian Origins; 210. Intro to the History of Christianity; 211. Intro to the History of Jewish Thought; 212. Intro to Islam; 213. Hinduism; 214. Buddhism; 215. History of Religion in East Asia; 221. Religion and Ethics.

Biblical Studies: 203. History and Religion of Ancient Israel; 204. Christian Origins; 205. Reading the Bible in Hebrew I; 206. Reading the Bible in Hebrew II; 304. The Hebrew Prophets; 305. Biblical Wisdom: Job and Proverbs; 355. Torah; 357. The Letters of Paul; 358. Synoptic Gospels; 404. Jesus in Early Christianity.

Studies in Asian Religion: 213. Hinduism; 214. Buddhism; 215. History of Religion in East Asia; 411. Modern Hinduism; 414. Buddhism in the Modern World; 416. Religions of Modern East Asia.

Studies in Islam: 212. Intro to Islam; 317. Women in Islam; 318. Islam in the Modern World.

Studies in Religious Ethics: 221. Religion and Ethics; 321. Ecology and Ethics; 322. Medicine and Ethics; 323. Warfare and Ethics.

Studies in Western Religious History and Thought: 330. Significant Books in Western Religion; 331. The World of Early Christianity; 332. The World of Medieval Christianity; 333. Knowledge and Belief: Origen to Ockham; 334. The Protestant and Catholic Reformation; 335. Modern Religious Thought; 338. Death; 340. Roman Catholic Thought Since 1800.

Studies in American Religion: 341. Judaism in America; 345. Religion in American Life and Thought to 1840; 346. Religion in American Life and Thought: 1840 to the Present; 347. Sects, Cults and Small Denominations in America; 348. African American Religion.

Judaic Studies: 211. Intro to this History of Jewish Thought; 304. The Hebrew Prophets; 306. Sexuality, Women and Family in Judaism; 310. Topics in Judaic Studies; 315. Judaism in the Greco-Roman World; 329. The Rabbinic Mind; 339. Midrash: Jewish Interpretation of Scriptures; 341. Judaism in America; 351. The Holocaust; 355. Torah.

Special Studies: 208. Topics in Religion; 308. Topics in Religion; 310. Topics in Judaic Studies; 481, 482. Independent Study in Religion; 495, 496. Honors.

¹ Sophia and Nathan S. Gumenick Professor of Judaic Studies

² On leave 2002-2003

³ William R. Kenan, Jr., Distinguished Professor of Humanities. On leave 2002-2003.

⁴ On leave 2002-2003

Description of Courses

150/150W. Freshman Seminar.

Fall and Spring (3-4, 3-4) Staff. (Visit <http://www.wm.edu/registrar/schd-reg/registration/index.html> for those sections which may satisfy a GER)

Seminars offered annually. Although topics vary, the sections emphasize close reading of texts, discussion and writing. 150W course fulfills the lower-division writing requirement.

201. Introduction to Religion.

Fall (3) J. Kinnard.

A cross-cultural study of religion, exploring various theories of religion, its origin, nature and interpretation. Followed by a comparative analysis of contrasting views of deity, cosmic and social order, the human problem, theodicy, moral norms and authority, and conceptions of liberation and salvation. Open to freshmen and sophomores only.

203. History and Religion of Ancient Israel.

(GER 4B,5) Fall and Spring (3,3) Chang.

A study of the history and traditions of ancient Israel, with emphasis upon the setting, transmission, context and theological self-understanding reflected in biblical texts.

204. Christian Origins.

(GER 4A,5) Fall and Spring (3,3) Daise.

A study of the origin and development of earliest Christianity. The course focuses on the New Testament and other ancient documents with attention to the Greco-Roman historical contexts of the emerging Christian faith.

205. Reading the Bible in Hebrew I.

Fall (3) Zahavi-Ely. Prerequisites: HBRW102. (Alternate years)

Review of grammar followed by readings in various genres of Biblical literature. Emphasis on syntax, vocabulary and style of the Hebrew Bible. This course introduces the student to methods of modern biblical interpretation. (Cross listed with HBRW201)

206. Reading the Bible in Hebrew II.

Spring (3) Zahavi-Ely. Prerequisites: HBRW201 or REL 205. (Alternate years)

Further readings and analyses of selected biblical passages. (Cross listed with HBRW202)

208. Topics in Religion.

Spring (3) Staff.

No prerequisite. Selected topics and issues in Asian Religions, Islam, Ethics, and Western Religions History and Thought. Consult the bulletin for the topic descriptions in up-coming semesters. This course may be repeated for credit if there is no duplication of topic. (Formerly REL 307)

Topics for Spring 2003:

Women in the Christian Tradition. *Beach.*

Japanese Buddhism. *Como.*

Confucianism and Taoism. *Como.*

210. Introduction to the History of Christianity.

(GER 4A) Fall and Spring (3,3) Beach.

An introduction to Western Christianity that focuses upon selected periods, critically important movements and events, theological developments and institutional changes, with attention to the relationship between Christianity and currents in the wider culture.

211. Introduction to the History of Jewish Thought.

(GER 4A,5) Fall (3) Raphael.

A study of the biblical origins of Judaism followed by an examination of representative literature from critical periods in the history of Jewish thought: rabbinic, medieval and modern. (Formerly REL 303)

212. Introduction to Islam.

(GER 4B) Fall and Spring (3,3) Sharp.

A study of the origins, major ideas, practices, institutions and development of Islam within the context of Muslim history. Students may not take both this course and REL 150: Islam for credit. (Formerly REL 300)

213. Hinduism.*(GER 4B) Fall (3) J. Kinnard.*

A study of the major developments and principles of Hinduism, beginning with the Vedic period. Topics include: the changing conceptions of sacrifice; the inquiries into the nature of the self; the nature of the ultimate; the role and development of devotion; mythology; ritual and its functions; the influence of Buddhism and Islam; and the character of Hinduism in modern India. (Formerly REL 311)

214. Buddhism.*(GER 4B) Fall and Spring (3,3) Como and J. Kinnard.*

A study of the history, doctrines, practices, and various manifestations of the Buddhist tradition. The course begins with the social and religious context out of which the Buddha emerged, progressed to an exploration of Buddhism's philosophical basis, and traces the spread of Buddhism from India and its later developments in Nepal and Tibet, Southeast Asia, and China and Japan. (Formerly REL 312)

215. History of Religion in East Asia.*(GER 4B) Fall and Spring (3,3) Como.*

Introduction to the religious systems of China and Japan, including the literatures, histories, thought patterns and practices of the major schools of Confucianism, Taoism, Buddhism and Shintoism. (Formerly REL 313)

221. Religion and Ethics.*(GER 7) Fall (4) Tiefel.*

An introductory study of western religious ethics. The course examines the relationships between religious belief and ethics in biblical, Jewish, Roman Catholic, Protestant and humanistic writings. The course emphasizes analytic and critical thinking skills.

250. Readings in Religious Texts.*Fall or Spring (1-3) Staff. Prerequisites: Completion of 202-level language. Permission of the instructor is required.*

Reading and interpretive study of religious texts in their original languages. Among the languages are Arabic, Greek, Hebrew, Latin and Sanskrit.

304. The Hebrew Prophets.*Fall or Spring (3) Galambush, Raphael. Prerequisite: REL 203 or permission of instructor. (Alternate years)*

A study of the function and message of the prophetic books of the Hebrew Bible.

305. Biblical Wisdom: Job and Proverbs.*Spring (3) Chang. Prerequisite: REL 203 or permission of instructor.*

A study of the wisdom literature of Ancient Israel, with emphasis on Job and Proverbs. The literature will be examined within its historical, intellectual and cultural context. The course focuses on the distinctive religious and humanistic characteristics of Israelite wisdom.

306. Sexuality, Women and Family in Judaism.*Spring (3) Raphael, Staff. (Alternate years)*

This course will examine sex and sexuality, marriage, divorce and family life in the Bible, Rabbinic literature, Kabbalah, Hasidism and American Judaism.

308. Topics in Religion.*Fall or Spring (3) Staff. Often a prerequisite.*

Selected topics and issues in Asian Religions, Ethics, Islam, and Western Religions History and Thought. Consult the bulletin for topic descriptions in up-coming semesters. This course may be repeated for credit if there is no duplication of topic.

Topic for Fall 2002:**Gospel of John.** *Daise.***Topics for Spring 2003:****Sex and Sexuality in the Christian Tradition.** *Beach.***Gods and Goddesses of India.** *J. Kinnard.***Religion and Emotions.** *Morreall.***Muslim-Christian Relations Past and Present.** *Sharp.*

310. Topics in Judaic Studies.

Fall or Spring (3) Staff. There is often a prerequisite or permission of instructor required.

A study of selected topics in Jewish history, life and thought. Consult the bulletin for topic description in up-coming semesters.

315. Judaism in the Greco-Roman World.

Spring (3) Daise. (Not offered 2002-2003)

This course will examine the religion of Judaism as it existed in Palestine and the Mediterranean world during the Hellenistic and early Roman periods (ca 331 BCE – 73 CD).

317. Women in Islam: Tradition and Change.

(GER 4B) Fall (3) Sonn. (Not offered 2002-2003)

A study of the changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience. (Cross listed with WMST317)

318. Islam in the Modern World.

(GER 4B) Fall and Spring (3,3) Sharp.

After a review of basic Islamic belief, practice, and development, this course focuses on sociopolitical circumstances underlying the dynamism and diversity of modern Islamic thought. Special emphasis will be given to political aspects of modern Islamic thought.

320. Pagans and Christians in the Roman World.

Fall or Spring (3) Staff.

This course considers the encounter between Roman religious and political institutions and the rise of Christianity, from the first through the fourth centuries A.D. Primary emphasis on Roman response to Christianity, from persecution to conversion, through Roman and Christian sources. (Cross listed with CIV 320)

321. Ecology and Ethics.

(GER 7) Spring (3) Tiefel.

A study of the moral and religious aspects of such problems in human ecology as pollution, overpopulation and resource depletion. The course relates these issues to religious perspectives on human nature, responsibilities to the earth and to future generations.

322. Medicine and Ethics.

(GER 7) Spring (4) Tiefel.

A study of moral and religious problems arising in such biomedical issues as abortion, human experimentation, euthanasia, genetic engineering, organ transplants and behavior control. Not open to freshmen.

323. Warfare and Ethics.

(GER 7) Fall (3) Tiefel.

A study of moral and religious issues in warfare, including classical and contemporary views. The course focuses on such topics as pacifism, just war and nuclear weapons.

329. The Rabbinic Mind.

Spring (3) Daise.

A study of how biblical religion became Judaism. An exploration of the impact of the Talmudic rabbis - the ways they changed existing communal practice, understood their own authority to initiate such change, and consequently transformed Jewish self-understanding.

330. Significant Books in Western Religion.

Spring (3) Holmes. (Not offered 2002-2003)

A writing-intensive study of selected significant works in western religion patterned upon the Great Books Program and its discussion method. Since its content changes annually, students may repeat this course once.

331. The World of Early Christianity.

(GER 4A) Fall (3) Daise. Prerequisite: REL 204 or REL 210 or consent of instructor. (Not offered 2002-2003)

A study of Christianity from 100-600 C.E., with special attention to the Greco-Roman cultural and social setting of early Christian thought, belief, life and institutions. The course emphasizes primary sources, discussion, writing and qualifies for Med-Ren concentration.

332. The World of Medieval Christianity.

(GER 4A) Fall (3) Beach. Prerequisite: REL 210 or REL 331 or consent of instructor.

A study of Christianity from 600-1500 C.E., with special attention to the eastern and western European cultural and social settings of medieval Christian thought, belief, life and institutions. The course emphasizes primary sources, discussion, writing and qualifies for Med-Ren concentration.

333. Knowledge and Belief: Origen to Ockham.

Spring (3) Beach. (Not offered 2002-2003)

A study of the origins and development of medieval theology from the third through the thirteenth century. Special attention paid to the rise and development of Scholastic theology.

334. The Protestant and Catholic Reformations.

Spring (3) Beach. (Alternate years)

A study of personalities, institutional changes and theological movements in European and British Christianity from the Reformation through the 18th century. Includes Lutheranism, Calvinism, Anabaptism, Protestant Radicalism, the Roman Catholic Reformation, the English Reformation and Methodism and the Evangelical Revival.

335. Modern Religious Thought: The Enlightenment to the Present.

(GER 7) Fall (3) Morreall.

A critical analysis of several important texts in modern western religious thought concerning the nature, origin, explanation, interpretation and justification of religion. Texts selected from the writings of Hume, Kant, Feuerbach, Coleridge, Kierkegaard, Nietzsche, Newman, Marx, Freud, William James, Tillich, Buber and Feminist writers.

338. Death.

(GER 7) Fall (3) Tiefel. (Alternate years)

A study of biblical, Jewish, Christian, Eastern, humanistic and psychic claims about death and an afterlife, and of historical and contemporary views of the limits and responsibilities inherent in mortality.

339. Midrash: Jewish Interpretation of Scriptures.

Spring (3) Raphael.

An examination of various types of Jewish interpretation of biblical texts. The course will explore not only the changing modes of commentary from Talmudic to modern times, but also the changing concerns of the commentators themselves.

340. Roman Catholic Thought Since 1800.

(GER 7) Fall (3) Morreall.

Themes studied include church and state relations and political liberalism, the social encyclicals, papal authority and the infallibility debate, the development of dogma, Liberal Catholicism, Neo-Thomism, Modernism, Vatican II and liberation theology.

341. Judaism in America.

Spring (3) Raphael. (Alternate years)

A study of the arrival of the Jews in America, the development of the religion in the new world, and the contemporary Jewish experience in America.

345. Religion in American Life and Thought to 1840.

(GER 4A) Fall (3) Fitzgerald.

A study of the beliefs and development of religious groups in the United States, including the transplanting of English and continental religion; the rise of evangelicalism, voluntarism and disestablishment; the emergence of restorationist groups; and segments on religion in Virginia, Williamsburg and at William and Mary.

346. Religion in American Life and Thought: 1840 to the Present.

(GER 4A) Spring (3) Fitzgerald.

A study of topics such as religion and immigration; the churches, slavery and African American religion; the Social Gospel, Darwinism and Biblical criticism; church life, worship and architecture; and religions in 20th-century America.

347. Sects, Cults and Small Denominations in America.

Spring (3) Holmes. Prerequisite: REL 201 or REL 210 or REL 334 or REL 345 or REL 346. (Not offered 2002-2003)

An examination of the development and teachings of minority groups differing from the mainstream of American religion, such as Adventism, Mormonism, Pentecostalism, and certain traditionalist, restorationist, holiness and exotic movements.

348. African American Religion.

Spring (3) Fitzgerald.

A historical survey of the Afro-American religious experience that will examine African antecedents, slave religion and the development of Black churches and religious organizations from the colonial period to the present.

351. The Holocaust.

Spring (3) Raphael. (Alternate years)

A study of religious and ethical aspects of the destruction of European Jews under Nazi rule. Readings include descriptions of these events and responses by Jews and Christians focusing on meaning, religious self-understanding, responsibility and divine and human justice. Open to juniors and seniors only.

355. Torah.

(GER 5) Fall (3) Chang. Prerequisite: REL 203 or consent of instructor.

A study of the first five books of the Jewish and Christian Bibles, including questions of their composition, literary genres, historical setting, and their place in the communities that preserved them.

357. The Letters of Paul.

Spring (3) I. Kinnard. Prerequisite: REL 204.

A study of the letters of Paul. The course will focus on the mission and message of Paul set in the context of Greco-Roman culture. It will also consider the influence of Paul's theology in the later centuries. (Formerly REL 403)

358. The Synoptic Gospels.

(GER 5) Spring (3) I. Kinnard. Prerequisite: REL 203 or REL 204. Or consent of instructor.

A study of Matthew, Mark, and Luke-Acts and the multicultural and historical settings in which they were composed. The course will also address similar gospels excluded from the canon.

391. Theory and Method in the Study of Religion.

Spring (3) Morreall. Prerequisite: Concentrators ONLY.

This course surveys the dominant methods of studying religion and the theories on which they are based. The perspectives may include the anthropological, feminist, historical, literary, philosophical, phenomenological, political, psychological and sociological.

404. Jesus in Early Christianity.

Fall (3) Daise. Prerequisite: REL 204. (Not offered 2002-2003)

An inquiry into the development of the earliest traditions about Jesus. The course will concentrate on the New Testament Gospels. It will also consider other sources of the period, including Paul, later Gospels and Christian sources through the 5th century.

411. Modern Hinduism.

(GER 4C) Spring (3) J. Kinnard. Prerequisite: REL 311. Or consent of instructor. (Alternate years)

A study of classical Hindu traditions in interaction with westernization and modernization. The course emphasizes 19th- and 20th-century figures, including leaders of current cults.

414. Modern Buddhism.

(GER 4B) Spring (3) J. Kinnard. Prerequisite: REL 312. Or consent of instructor. (Alternate years)

A study of 19th- and 20th-century Buddhist thought and institutions in Asia and the West. The course assesses new expressions of Buddhism in Southeast Asia, Sri Lanka, China, Japan and America.

416. Modern Religions of East Asia.

(GER 4C) Spring (3) Como.

A seminar involving advanced study of modern East Asian religious traditions, both in East Asia and in America. Students will make direct contact with representatives of these faiths through field trips, mail or phone exchanges, and cyberspace.

†481. Independent Study in Religion.

Fall (1-3) Raphael. Prerequisite: Consent of chairperson.

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

†482. Independent Study in Religion.

Spring (1-3) Raphael. Prerequisite: Consent of chairperson.

A program of extensive reading, writing and discussion in a special area of religion for the advanced student. Students accepted for either course will arrange their program of study with appropriate members of the department.

†495-496. Honors.

Fall, Spring (3,3) Raphael.

Students admitted to senior Honors in Religion will be responsible for (a) reading and research supervised by a faculty member designated by the chair, (b) presentation of an Honors essay acceptable to the examining committee and submitted two weeks before the last day of classes of the student's graduating semester, and (c) satisfactory performance in an oral examination based on the Honors essay and related background. Consult the chair for eligibility, admission and continuance requirements. For College provisions governing the Admission to Honors, see page 72.

Sociology

PROFESSORS Slevin (Chair and Chancellor Professor), Aday (On leave Fall 2002), Kreps and Roberts. ASSOCIATE PROFESSORS Beckhouse, Ozyegin (On leave 2002-2003) and Royster. ASSISTANT PROFESSORS Krier, Linneman, Bickham Mendez and Saporito. VISITING INSTRUCTOR Marshall, Boyd and Ransom.

The Sociology Program

The Department of Sociology prepares students for academic and applied research careers in sociology. It also provides an excellent liberal arts background for careers in public services and administration, law, business, medicine, journalism and the other professions. The sociology curriculum offers both structure and flexibility for students concentrating or minoring in sociology, and also for students taking sociology courses for distribution credit.

Requirements for Concentration

A concentration in sociology requires a minimum of 33 semester hours. Students must take the following core courses (and the order is strongly recommended): 210 (Principles of Sociology); 303 (Sociological Theory); 305 (Social Research I: Research Design); 401 (Social Research II: Statistical Analysis); and 494W (Senior Project) or 495-496 (Honors). Students also must take at least four additional courses numbered 300 and above, at least one of which must be a 400 level course. To satisfy the concentration writing requirement students must successfully complete either the Senior Project (494W) or Honors (495-496). Concentrators will satisfy the computing proficiency requirement by successfully completing 401 or an approved equivalent statistics course.

While it is highly recommended that sociology concentrators take SOC 401 to fulfill the department's statistics requirement, this requirement may also be met with one of the following courses: BUS 231, ECON307, KIN 394, MATH106, or PSY 301. Concentrators should also note that, if they have already taken one (but only one) of these courses, they may petition to take SOC 401 as well.

Requirements for Minor

A minor in sociology requires a minimum of 18 semester hours. Students must take 210 (Principles of Sociology) and at least five other courses, three of which must be at the 300 or 400 level.

The department identifies five sets of courses relating to common themes. Students seeking credit in sociology therefore have many options. And students majoring or minoring in sociology have the clear opportunity to develop their own emphases within the concentration.

The five themes and related courses are as follows: American Society (203, 326, 328, 332, 333, 335, 360, 402, 409, 413, 424); Social Problems (204, 319, 322, 330, 331, 349, 403, 407, 410, 419); Society and the Individual (205, 322, 329, 332, 350, 386, 407, 410, 415, 438); Comparative Sociology (206, 319, 346, 349, 354, 360, 402, 403, 411, 412, 413, 416, 424); and Professional Sociology (210, 303, 305, 401, 417, 422, 490).

Description of Courses

150. Freshman Seminar.

Fall and Spring (3,3) Staff.

An introduction to the concepts and methods of sociology through exploration of a specific topic. Details of each course offering are provided in the registration bulletin.

203. American Society.

(GER 3) Fall and Spring (3,3) Staff.

A survey of selected demographic, historical, cultural, organizational and institutional features of American society and their consequences for lifestyles, social trends and public policy. The specific topics covered each semester will vary by instructor.

204. Social Problems.

(GER 3) Fall and Spring (3,3) Staff.

An examination of contemporary problems in American society from a sociological perspective. Focused attention is given to such topics as alienation, poverty, racism and sexism, environmental degradation and nuclear proliferation.

205. Society and the Individual.*(GER 3) Fall and Spring (3,3) Staff.*

An analysis of individual attitude and behavior patterns as they develop through social interaction. Highlighted topics are social control and individuality, socialization across the life span of the individual, cooperation and competition, and social influence in groups and organizations.

206. Comparative Sociology.*(GER 3,4B) Fall and Spring (3,3) Ozyegin.*

The study of non-Western societies, including a critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class, and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities."

207. Becoming Americans.*(GER 4C) Fall and Spring (3,3) Staff.*

Examines the process by which the nation's motto - e plurius unum - has been achieved in this ethnically and racially diverse society. A number of non-European origin groups are examined such as East Asians and Native Americans.

210. Principles of Sociology.*(GER 3) Fall and Spring (3,3) Staff.*

An introduction to sociological perspectives and core principles of the field. Historical traditions, classical writers, and basic concepts are discussed, and links between theorizing and doing research in Sociology are illustrated.

303. Sociological Theory.*Fall (3) Staff. Recommended Previous Course: SOC 210.*

Modern sociological theories are examined with respect to their grounding in classical writings, the philosophy of science and contemporary sociological research. Broader paradigms in sociology are discussed also, with the intent of identifying common themes among them.

305. Social Research I: Research Design.*Spring (3) Staff. Recommended Previous Courses: SOC 210 and 303.*

Introduction to research design, including logic of research, methods of data collection, construction and analysis of tabular data, and use of computers for data processing.

319. Population Problems.*Fall (3) Staff.*

A consideration of the manner in which populations grow and decline and the effects of such change on society. Emphasis is on theories of population growth, distribution, births, deaths, internal and international migration, bio-social and sociological composition. Included are discussions of the sources of data and techniques and methods of analysis, as well as contemporary population problems.

322. Criminology.*Fall and Spring (3,3) Staff.*

An analysis of law-based social control and the behaviors to which it is applied. Some issues in the administration of police systems, criminal courts and correctional institutions are examined.

326. Ethnicity.*Fall and Spring (3,3) Staff.*

The study of ethnicity in historical and contemporary perspective in the United States. Focus upon dynamics of ethnicity, stressing those social processes which surround it. Major emphasis upon the substantive study of ethnicity in a variety of specific enclaves.

328. Blacks in American Society.*Fall (3) Royster.*

Changing economic, political, religious, educational and residential conditions of blacks in the United States are discussed in terms of their historic and social consequences. Included are themes that show both unity (e.g., parallel institutions and culture-building) and diversity (e.g., social class and region).

329. Changing Gender Roles in Contemporary Society.*Fall and Spring (3,3) Staff.*

Examination of contemporary changes in gender roles and consequences of being female and male or a minority member in terms of roles, rewards, costs and identities. Analysis of biological vs. cultural determination of gender differences; social, economic, political functions of role determinants; reciprocity of gender roles in terms of exchange theory and power bargaining.

330. Sociology of Mental Illness.*Fall or Spring (3) Staff.*

A seminar on the sociological aspects of mental illness and mental health. The social and cultural sources of mental disorders, definitions, types, distribution within the social structure and sociological factors in the treatment of mental illness will be scrutinized. Consideration of the mental hospital as a social system.

331. Mental Health in the Community.*Fall or Spring (3) Staff. Prerequisite: SOC 330.*

Seminar-practicum in community mental health. Explores origins and development of community mental health as an alternative to institutional treatment. Focuses on temporary mental health systems and agencies in the community and their preventive, diagnostic and treatment services to clients. Needs assessment and evaluation included. Supervised practicum in a local mental health service.

332. Marriage and the Family.*Fall and Spring (3,3) Beckhouse.*

An examination of structural and interactional dimensions of interpersonal relationships in premarital, marital and postmarital situations. Topics covered include dating and mate selection, sex before marriage, family structures, marital satisfaction, parenting, divorce and remarriage, and alternative lifestyles.

333. Political Sociology.*Fall (3) Staff.*

An introductory examination of the social bases of political behavior. Topics of consideration will include the formation of ideologies and the organization of ideological movements, particularly as they are influenced by socioeconomic status, and the impacts on voting behavior and political participation of such variables as age, sex, class, ethnicity, occupation and region.

335. Sociology of Education.*Spring (3) Saporito.*

Public education as social institution, as bureaucratic system and political arena. Current issues such as equality of educational opportunity, teacher militancy, community control and school reform are covered. Selected topics in higher education are considered.

346. Maritime Sociology.*Fall (3) Staff.*

Description and analysis of the lifestyles of people oriented primarily to maritime occupations and environments. Attention is directed to inshore vs. distant-water shipboard lifestyle, the study of specific maritime work organizations distinguished on the basis of technology and research on isolated fishing communities.

348. Environmental Sociology.*Fall or Spring (3) Staff..*

Beyond modernity, some say, is the "Risk Society." Why have some environmental risks gained attention while other are ignored? How do communities and individuals respond to environmental hazards? How can environmental concern and support for the environmental movement be measured? What are the contours of the environmental movement, and can our society become sustainable?

349. Human Geography and the Environment.*Fall (3) Staff.*

A study of the adjustment of human societies to their physical environment. Emphasis is on the spatial distribution of human population, cultural forms and social types. Examination of social and cultural bases of environmental pollution and its control.

350. Small Group Behavior.*Fall (3) Beckhouse.*

Social psychological examination of the theory and research of small group behavior. Structural properties of small groups such as leadership, communication, size, status and power hierarchies will be examined. Group processes such as status consistency, interpersonal attraction, conformity, deviance and social control are also considered.

354. Globalization and International Development.*(GER 4B) Fall (3) Bickham Mendez.*

Critical study of transnational processes and their impact on the social, cultural and economic development of 'non-Western' societies. Case studies will emphasize interconnections between global processes and local people. Possible topics: global economy, transnational migration, human rights, gender, racial/ethnic diasporas.

360. Sociology of Sport.*Spring (3) Beckhouse.*

This course examines the structure, processes and problems of sport as an institutionalized social system. Topics examined include youth sport programs; intercollegiate athletics; sport and deviant behavior; the relationship between sport, education, politics, religion and the economy; race, gender and sport; and sport and the media.

386. Religion, Society and the Individual.*Fall (3) Staff.*

A study of the social and psychological correlates of religious behavior in institutional, collective and individual settings. The focus is upon ferreting out the social and psychological sources and consequences of religious institutions, movements, and the religious thoughts, feelings and actions of individuals. Studies of sects, cults and ecclesia.

401. Social Research II: Statistical Analysis.*(GER 1) Fall (3) Linneman.*

Study and application of conventional statistical techniques used by sociologists. Special attention given to the role and uses of bivariate and multivariate techniques for uncovering explanatory relationships among variables. Laboratory assignments using standard statistical packages for the social sciences.

402. Modern Organizations.*Fall or Spring (3) Krier.*

The sociological study of the structure and functioning of organizations and their environments. Individual, group and system levels of analysis are considered as each relates to respective theories of organization. Case studies and other empirical materials are used to illustrate specific aspects of organizational behavior.

403. Global Environmental Issues.*Fall or Spring (3) Roberts.*

An overview of global environmental problems (e.g., acid rain, the greenhouse effect, ozone depletion, deforestation, soil erosion desertification, toxic waste, nuclear contamination) is followed by an investigation of how different societies and cultures relate to their environment. Students are then asked to search for an environmental ethic that transcends values promoting either exploitation of or dependence on the environment.

406. Cultural Diversity.*Spring (3) Sohoni.*

Critical analysis of cultural and structural diversity in the U.S. Topics include thinking about capital punishment, regional speech and language diversity, romanticizing diversity, offensive communications and diversity which threatens. Also, an examination of "multiculturalism" and "politically correct" in the university.

407. Sociology of Aging.*Fall or Spring (3) Slevin.*

Examination of the social, cultural and social-psychological aspects on human aging. Special emphasis is given to the middle and later years of life. Concepts and theories of aging and the consequences for older persons are analyzed. Lecture three hours; three credits.

409. The Social Impact of Computers, Cybernation and the Communications Revolution.*Spring (3) Staff.*

The course emphasizes the "culture and technology" school of sociology. Social impacts of "high-tech" data processing, communication and control (both social control and quality control) will be examined in several institutional areas, including socialization, economics, politics, the military and education.

410. Deviance and Social Control.*Fall (3) Aday.*

A study of behavior which violates social norms, yet is not necessarily illegal. The course focuses on social control and the emergence of deviant lifestyles.

411. Future Society.*Fall (3) Staff.*

Analysis of major strains and changes in post-industrial society and possible alternative forms of human society. Particular attention is given to cultural revolution; energy, ecology and economy; alienation; changing value and lifestyles; and personal and social freedom.

412. Human Values and Social Change.*Spring (3) Staff.*

Analysis of the forms through which people define personal and social meanings in rapidly changing society. Particular attention is given to changes in such values as norms, beliefs, ideals, ideologies and ethics as these relate to changes in interpersonal relations and social control in such structures as family, law, government, economics, sciences and religion.

413. Urban Sociology.*Fall or Spring (3) Staff.*

The emergence and structure of the city in historical and cross cultural perspective, with special attention to the phenomena of urbanization and urbanism in the United States. Consideration of urban structure from both ecological and social perspectives; analysis of change in urban structure; selected problems associated with urban growth and planning.

415. Collective Behavior.*Fall (3) Staff.*

This course emphasizes the study of non-routine social behavior, from narrowly defined events such as community disasters and emergencies to crowds and social movements. The causes, defining characteristics and consequences of various types of collective behavior will be analyzed from both social psychological and sociological perspectives.

416. Revolution and Social Conflict.*Spring (3) Staff.*

Social, organizational and ideological aspects of reform and revolutionary movements. Several past revolutions and power-oriented movements are compared to contemporary conflicts. Emphasis placed on structural preconditions, emergency groupings, dominating ideas and power-contesting processes of these social movements.

417. Philosophical Issues in the Social Sciences.*Spring (3) Staff.*

A clarification and critical examination of most general and fundamental questions about the nature of the pursuit of knowledge of man and society; bases for reliable description and explanation, specific difficulties encountered in social sciences, limits, potentialities and implications of a scientific study of man.

419. Medical Sociology.*Fall or Spring (3) Joyce.*

Sociological perspective of medical institutions, their settings, practitioners, structure and role relationships of providers and recipients. Socio-cultural dimensions of medical behavior, demography of health illness, social epidemiology, hospital social structure, health care delivery systems. Special problems: mental illness, chronicity, elderly healthcare.

421. Sociology of Work.*Spring (3) Slevin.*

This course addresses the social organization of work, change in the world of work is a major focus. It examines economic transformations and the structural, social and cultural consequences, inequalities by class, race and gender are explored.

422. Sociology of Knowledge.*Fall and Spring (3,3) Staff.*

The course consists of an extensive inquiry into the literature of the sociology of knowledge - a tradition emphasizing the relationship between mental productions and the social circumstances under which they emerge. Emphasis upon the relationships between social structure and general cognitive systems, political ideologies, social norms and scientific ideas.

424. Class, Status and Power.*Spring (3) Staff.*

Examination of structure and change in the major units of society. Central focus is upon the concepts of differentiation, hierarchy, class, caste, estate, structural dynamics, and economic, prestige and power orders. Comparative analysis, historical and cross-cultural.

438. Social Psychology of Human Groups.*Fall (3) Staff.*

An examination of the sources of individual experience and behavior with particular emphasis upon relations within and between human groups: affiliation, social perception, social attribution, liking and attraction, aggression, altruism, attitudes, conformity and compliance.

440. Special Topics in Sociology.*Fall or Spring (3) Staff.*

Selected topics in sociology. The topics to be considered will be announced prior to the beginning of the semester. Instructors may require prior approval for registration. This course may be repeated for credit.

†480-81. Readings in Sociology.*Fall or Spring (3) Staff.*

Independent readings directed toward conceptual topics and substantive areas in sociology. Students will read materials in their own area of interest in consultation with an appropriate faculty member. Readings will not duplicate areas covered in courses offered in the curriculum. Prior to registration, students must obtain written permission from both the department chair and the instructor who will direct the readings. The number of credit hours will be arranged prior to registration and cannot be changed after "add-drop" period. (480-81 will not satisfy the 400-level course requirements for concentrators.) These courses may be repeated for credit.

†490. Independent Research.*Fall and Spring (3,3) Staff. Prerequisite: SOC 305.*

This course is designed to permit the sociology concentrator to engage in independent research after completing Sociology 305 (Social Research). Working closely with a staff member as an advisor, each student will be expected to prepare a substantial research paper. This course may be repeated for credit.

494W. Senior Project.*Fall and Spring (3,3) Staff. Prerequisites: SOC 210, 303, 305 or consent of the chair.*

This course is designed as a capstone experience for senior concentrators and also fulfills the concentration writing requirement. The student, working with an individual faculty member, chooses from among several avenues to complete the course, including independent readings, independent research and professional internships.

†495-496. Honors.*Fall, Spring (3,3) Staff.*

Sociology Honors candidates enroll for both semesters of their senior year. Requirements include: oral defense of "Honors Proposal" at the end of the first semester; preparation, under the supervision of a thesis advisor, and presentation by April 15 of a completed Honors essay or project; and satisfactory performance in a comprehensive oral examination which focuses on the Honors thesis or project. For College provisions governing the Admission to Honors, see page 72.

†498-499. Internship.*Fall and Spring (3,3) Staff. Prerequisite: Instructor permission.*

This course is designed to allow students to gain knowledge through experience in sociologically relevant settings. Students will be supervised by department faculty members. The internship includes readings in related areas of theory and research as assigned by supervising faculty. Requires written permission from faculty coordinator.

Theatre, Speech, and Dance

ASSOCIATE PROFESSOR **Wesp** (Chair). PROFESSORS **Bledsoe** and **Palmer**. ASSOCIATE PROFESSORS **Gavaler** and **Holliday**. ASSISTANT PROFESSORS **Chansky**, **Damon-Wade**, **Hansen**, **Lambert**, **Wiley** and **Wolf**. INSTRUCTORS **Clark**, **Dudley**, **Hunt-Scammon** (Visiting Artist-in-Residence), **Green**, **King**, **Newton** and **Westberg**. LECTURER **Tolj**.

When students decide to become theatre concentrators, they accept the requirements demanded by their art-self-discipline, curiosity, cooperation and a desire for excellence-along with the responsibilities of pursuing a liberal arts education. Indeed, classes and co-curricular work in the theatre provide a firm basis for a liberal arts education, assuming that students seek to balance commitments in our program with other necessary aspects of their educational growth.

Further, we expect the theatre concentrator to become acquainted with all facets of theatrical practice and to become proficient in many. The many productions and programs of the William and Mary Theatre have been carefully designed to give students several opportunities to develop their art and craft. In addition to four major productions each year, the department sponsors full-length productions by advanced directing students, Premiere Theatre (plays written, directed and acted by students) and Director's Workshop (one-act plays directed by students in directing classes).

The theatre trains the student to continue working in the theatre, to teach, to pursue graduate studies or to apply lessons learned to other occupations. The broad scope of theatre at William and Mary provides an excellent base for any pursuit which demands the fusion of hard work, practical expertise and creative intelligence.

Requirements for Concentration in Theatre

A concentration in theatre requires a minimum of 36 credits in a variety of theatre courses to ensure a well-rounded program. Students considering a theatre concentration are advised to take either 101 and 102, or 152 in their freshman year. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

A student concentrating in theatre must take:

1. 101 and 102—Introduction to Theatre Arts
or
152—Freshman Seminar: Introduction to Theatre
2. 300—Fundamentals of Design for the Theatrical Arts
301—Beginning Acting
305—Stagecraft
328 and 329—Survey of Theatre History
380—Practicum in Theatre, two units
407—Direction
3. One of the following:
317 or 318—Playwriting
331—Feminist Theory and Contemporary Theatre
410—Theatre and Society in 20th-Century America
461—Topics in Theatre History, Theory and Criticism
481—Dramatic and Theatrical Theory
4. And one of the following:
309—Costume Design
310—Scene Design
312—Sound Design
314—Stage Lighting Design

To fulfill the Concentration Computing Requirement in Theatre, a student must successfully complete Theatre 306, 309, 312, 314 or 320, or Computer Science 131.

To pass the Concentration Writing Requirement in Theatre, concentrators must earn a "paper grade" of "C-" or better in two courses from among Theatre 328, 329, 331, 410, 461 and 481. The "paper grade," a part of the final course grade, will be the average of all short and long papers "weighted" according to the course syllabus. Instructors in these courses will provide a series of opportunities for students to demonstrate their ability to write essays containing sustained and well-developed thought in clear and effective prose. Instructors will comment upon and direct more than one paper in a course or more than one draft of a long paper, thus giving students the chance to benefit from the instructor's critical assessment.

Requirements for Minor in Theatre

A student wishing to minor in theatre must complete a minimum of 22 credit hours of courses in theatre, including the following:

1. 101 and 102–Introduction to Theatre Arts
or
152–Freshman Seminar: Introduction to Theatre
2. 300–Fundamentals of Design for the Theatrical Arts
301–Beginning Acting
328 and 329–Survey of Theatre History
380–Practicum in Theatre, one unit
Electives as required

Dance

The Dance Program emphasizes the creative process within a liberal arts setting by providing an environment to stimulate inventive thinking through the language of dance. Many students study dance for the first time at William and Mary, while others build on previous training. Students pursue studies in dance to develop artistic ability, performance skills, leadership ability and critical thinking skills. These skills are essential in many professions, and they provide a foundation for graduate work or careers in dance.

General Education Requirements 5 and 6 may be met through Dance Program offerings. GER 5 can be satisfied by taking Dance 220 or 230. GER 6 can be satisfied by taking Dance 111, 112, 211, 212, 213, 262 or 264. A Placement Evaluation to determine technique level is offered during orientation week in the fall. Those students who place at the 300-level or above will receive exemption for GER 6.

The Physical Activity Requirement may be fulfilled with Dance 111, 112, 115, 211, 212, 213, 262, 264, 311, 312, 321, 322, 411 or 412. Any two of these courses will complete the physical activity requirement. Students will be assigned to the technique level for which they are qualified on the basis of previous background and technical ability demonstrated in the Placement Evaluation.

Requirements for Minor in Dance

A student wishing to minor in dance must complete a minimum of 19 credit hours in dance from the following:

- Dance 220 – History of Modern Dance
- Dance 305 and 306 – Dance Composition
- Dance 315 – Group Choreography
- Dance 405 or 406 – Independent Project in Dance
- Dance 311, 312, 411 and/or 412 – a minimum of 4 credits in Modern III and/or Modern IV

A maximum of 16 credit hours in dance technique and Performance Ensemble (Dance 111, 112, 115, 211, 212, 213, 262, 264, 311, 312, 321, 322, 411, 412) may be used toward graduation requirements for those minoring in dance. Non-minors may apply 12 credits of technique and performance toward graduation requirements.

Description of Courses

THEATRE

101. Introduction to Theatre Arts.

(GER 6) Fall and Spring (3,3) Holliday, Wesp, Staff. Corequisite: THEA101L.

An introduction to the creative process used by artists and viewed by audiences in the theatre. The lectures and presentations focus on the possible choices available to theatre artists and the social effects of these choices on audiences in selected historical and contemporary theatrical formations. In the discussion sections, students create and present projects in playwriting, acting and directing. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

102. Introduction to Theatre Design and Technology.

(GER 6) Fall and Spring (3,3) Bennett, Staff. Corequisite: THEA102L.

An introduction to the creative process used by artists and viewed by audiences in the theatre. The lectures and presentations focus on the possible choices available to theatre artists and the social effects of these choices on audiences in selected historical and contemporary theatrical formations. In the discussion sections, students create and present design projects. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

150/150W. Freshman Seminar: Plays in Context.*Fall and Spring (3-4,3-4) Wolf, Staff.*

An intensive exploration of a specific topic in theatre history and/or dramatic literature. No prior experience in theatre necessary. Four credits when satisfying freshman writing requirement. Does not satisfy concentration requirements. Normally available only to freshmen.

151/151W. Freshman Seminar: Performance and Design.*Spring (3-4) Staff. (Not offered 2002-2003)*

An intensive exploration of a specific topic in theatrical performance and/or design for the theatre. No prior performance or design experience necessary. Four credits when satisfying freshman writing requirement. Does not satisfy concentration requirements. Normally available only to freshmen.

152. Freshman Seminar: Introduction to Theatre.*Fall and Spring (4,4) Chansky, Palmer, Staff.*

A study of theatrical performance for students with special performing interest and aptitude. An examination of the historical, literary, cultural and theatrical backgrounds for selected plays leads to projects which explore acting, directing and design choices. Four class hours. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

206. Makeup.(GER 6) Spring (2) Wesp.*

Basic principles of makeup for theatre, television and other performance arts; a varied series of projects to develop individual skills and an awareness of how the actor enhances his "living mask" to create imaginative characterizations. Production involvement required.

300. Fundamentals of Design for the Theatrical Arts.*Fall and Spring (3,3) Holliday. Prerequisite: THEA102 or THEA152. Corequisite: THEA300L.*

An introduction to the elements and principles of design and to the methods and materials of visual expression in the theatre.

301. Beginning Acting.*(GER 6) Fall and Spring (3,3) Doersch, Lambert, Westberg, Wiley, Staff.*

An introduction to the arts and crafts of acting. Development of awareness of vocal, physical and improvisational skills; a basic approach to scene and character study through exercises and creative play for individuals and small groups. Open to freshmen.

302. Intermediate Acting.Fall and Spring (3,3) Wiley, Staff. Prerequisites: THEA301, THEA101 or THEA152.*

Concentration on the development of performance skills and the use of the dramatic imagination through character studies and preparation of scenes for classroom presentation. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department.

303. Scene Painting.*(GER 6) Fall (2) Bledsoe.*

Study of scene-painting techniques and an introduction to basic equipment, supplies, color-mixing, color theory and methods of application. Students prepare exercises and function as scene painters for William and Mary Theatre productions. Workshop four hours.

305. Stagecraft.*Fall and Spring (3,3) Dudley. Prerequisite: THEA102 or THEA152 or consent of instructor.*

Study and practice in technical problems, working drawings, construction, rigging, and handling of scenery, properties, backstage organization and sound effects. Students act as technicians for William and Mary Theatre productions. Workshop six hours.

306. Advanced Stagecraft.*Fall (3) Dudley. Prerequisite: THEA305.*

Study and practice of advanced technical practices through lecture, discussion, research and individual projects. Emphasis is placed on construction, analysis, graphics, material selection, theatre sound systems, scene shop topography and maintenance, technical direction.

307. Costume Patterning and Construction.

Fall (3) Wesp. Prerequisite: THEA102 or THEA152 or consent of instructor.

An introduction to the principles and skills basic to patterning and construction of costume garments and accessories for both period and modern production. Students prepare exercises and function as technicians for the William and Mary Theatre productions. Two class hours, five laboratory hours.

308. History of Fashion and Clothing.

Fall (3) Wesp.

History of period costume and clothing from Biblical and Egyptian through contemporary fashion; lecture, research and field trips.

309. Costume Design for the Theatre.

Spring (3) Wesp. Prerequisites: THEA102 or THEA152, THEA300 or consent of instructor.

Principles of designing costumes for theatre are presented through lecture, demonstration and discussion. A series of design projects develops skills in research, sketching and rendering. Three class hours.

310. Scene Design.

Spring (3) Bledsoe. Prerequisites: THEA102 or THEA152, THEA300 or consent of instructor.

Planning the visual appearance of the stage; a series of exercises in the analysis of plays, historical research, artistic conceptualization and graphic presentation. Emphasis is placed on drafting and the preparation of drawings and water-color renderings. Six studio hours.

312. Sound Design for the Theatre.

Fall or Spring (3) Staff. (Not offered 2002-2003)

An introduction to the tools, techniques, and processes of sound and music for the theatre with a series of exercises and discussions on the structure of audio systems, digital audio editing and playback, play analysis, and the creative enhancement of the dramatic environment hours.

313. Introduction to Stage Lighting.

Spring (3) Holliday. Prerequisite: THEA102 or THEA152.

Methods and materials of stage lighting, with emphasis on the study of the functions and qualities of light, instruments, control equipment and procedure. Students act as technicians for William and Mary Theatre productions.

314. Stage Lighting Design.

Fall (3) Holliday. Prerequisites: THEA102, THEA313 or THEA152, THEA300, THEA313.

Theory and technique of stage lighting design, with emphasis on artistic considerations and values to the director as an interpretative tool. Students act as technicians for William and Mary Theatre productions.

***317. Playwriting.**

(GER 6) Fall (3) Wolf.

Students write three one-act plays. Worthy scripts may receive Premiere Theatre production. Students are urged, but not required to have had modern drama courses such as THEA329 or ENG 458 or 459; creative writing courses such as ENG 306; and curricular and/or co-curricular experience in play production.

***318. Playwriting.**

(GER 6) Spring (3) Wolf.

Students write three one-act plays. Worthy scripts may receive Premiere Theatre production. Students are urged, but not required to have had modern drama courses such as THEA329 or ENG 458 or 459; creative writing courses such as ENG 306; and curricular and/or co-curricular experience in play production.

***319. Stage and Production Management.**

Fall (1) Holliday. (Not offered 2002-2003)

Discussion, in-class projects, demonstrations and guest speakers introduce the organizational, technical and interpersonal skills needed by a theatrical stage manager.

320. Theatre Administration.

Spring (3) Palmer. Prerequisite: THEA101 or THEA102 or THEA152 or consent of instructor.

The principles of management applied to the fields of theatre operations, production, box office procedures and house management.

328/328W. Survey of Theatre History, 500 B.C. to 1750.

(GER 5) *Fall and Spring (3,3) Palmer. Prerequisites: THEA101 and THEA102, or THEA152 strongly recommended.*

An examination of representative plays and staging practices, focusing on the Greek, Roman, Medieval, Renaissance, Neoclassical, Restoration and early 18th-century periods, and including selected non-western theatrical developments such as Noh theatre and Kathakali.

329/329W. Survey of Theatre History, 1750 to the Present.

(GER 5) *Fall and Spring (3,3) Lambert. Prerequisites: THEA101 and THEA102, or THEA152 strongly recommended.*

An examination of representative plays and staging practices, focusing on the late 18th century, the Romantic, Modern and Postmodern periods, and including selected non-western theatrical developments such as Peking Opera, and Malaysian and African forms.

331/331W. Feminist Theory and Contemporary Theatre.

(GER 7) *Fall (3) Chansky.*

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon. (Cross listed with WMST331)

335. Voice Training and the Actor.

Fall and Spring (2,2) Wiley.

The development and control of the speaking voice, including muscular neural control of breathing and speaking, the effect of voice quality on responses of the auditor, and individual work on articulation, pronunciation and accents.

***380. Practicum in Theatre.**

Fall and Spring (1,1) Wesp. Prerequisites: 206 for makeup assignments, 300 for assistant design assignments, 301 for acting assignments, 303 for scene painting assignments, 305 for technical production assignments, 307 for costume patterning and construction, 328 or 329 for dramaturgy assignments.

Substantive participation in a major production sponsored by the department and supervised by faculty. The objective is to apply theoretical knowledge to practical in-depth experience. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

***381. Intermediate Practicum in Theatre.**

Fall and Spring (1-2, 1-2) Wesp. Prerequisites: THEA380 in the same production area. More intensive work in an area of production where a THEA380 course has been completed. The course may be repeated twice for credit, but work must be in different production areas each time. Permission of the supervising faculty member is required.

***401. Advanced Acting.**

Spring (3) Wiley. Prerequisite: THEA302.

Through research and the preparation of scenes, students will develop techniques for acting in period and nonrealistic plays. Students are urged to allow one semester between acting classes in order to apply theories and training in productions sponsored by the department. An audition might be required for enrollment. Details available in the departmental office.

***407. Direction.**

Fall and Spring (3,3) Bledsoe, Staff. Prerequisites: At least one class from: THEA317, 318, 328, 329 and 481, and consent of instructor.

Study and practice in the principles of play analysis, play selection, casting, rehearsal techniques and performance. Special emphasis is placed upon the direction of a one-act play for a Studio Theatre production.

410/410W. Theatre and Society in 20th-Century America.

Fall (3) Lambert. Prerequisites: THEA101 and 102 or THEA152 or consent of instructor. (Not offered 2002-2003)

A lecture-discussion course on the significant theatrical formations of the century, including African American, feminist and commercial musical comedy theatres, with an emphasis on the changing relations among performances and social-political contexts.

***411. Independent Studies in Theatre.**

Fall and Spring (1-3, 1-3) Wesp.

Independent study on a special problem for the advanced student, arranged on an individual basis with credit according to work done. Course may be repeated for credit.

***417. Advanced Playwriting.**

Fall (3) Wolf. Prerequisite: THEA317 or THEA318.

Advanced study of form and content in drama, accomplished by readings of dramatic theories and plays as well as by writing original playscripts.

***460. Topics in Theatre Production and Performance.**

Fall or Spring (1-3) Staff.

Readings, writings, discussions and practice in an area of theatrical production or performance. Area of study will vary each time the course is offered. Course may be repeated for credit.

461. Topics in Theatre History, Theory and Criticism.

Fall and Spring (3,3) Lambert, Wolf, Staff. Prerequisites: THEA328 and THEA329 or consent of instructor.

Readings, writings and discussion on a focused period of theatre history or on an aspect of Dramatic Theory and Criticism. Area of study will vary each time the course is offered. Course may be repeated for credit.

***479. Performance Seminar.**

Fall or Spring (3) Green, Staff. Prerequisites: THEA101 and THEA102, or THEA152 and THEA301 and THEA302, or THEA101 and THEA102, or THEA152 and THEA301 and THEA407, or consent of instructor.

Advanced actors and directors focus on the work of a major playwright or the drama of an historical period to derive a performance style appropriate for the plays under consideration. Students integrate historical and critical awareness with performance skills. Course may be repeated for credit.

***480. Advanced Practicum in Theatre.**

Fall and Spring (2,2) Wesp.

Students will undertake a major responsibility such as designing scenery, lighting, or costumes, stage managing, serving as assistant director or acting in a substantive role in a production sponsored by the department and supervised by the faculty. See the departmental office for details. Course may be repeated for credit.

481. Dramatic and Theatrical Theory.

Fall or Spring (3) Staff. Prerequisites: Two courses from THEA317, THEA328, and THEA329, or consent of instructor. (Not offered 2002-2003)

A survey of the major theories of theatre and drama from Aristotle to the present, with an emphasis on the relationship between theory and theatrical performance.

†495-496. Honors in Theatre.

Fall, Spring (3,3) Wesp.

Eligible theatre concentrators a) submit an application for admission to the program in their junior year, b) write an Honors thesis by April 15 of their senior year detailing their scholarly investigation of a selected subject or presenting their ideas on a creative project and c) take a comprehensive oral examination. Consult the chair for eligibility, admission and continuance requirements.

†498. Theatre Internship.

Fall and Spring (3,3) Wesp.

Qualified students with appropriate course work, usually after their junior year, may receive credit for a structured learning experience in a professional-quality theatre which provides an opportunity to apply and to expand knowledge under expert supervision. This practicum must be approved in advance by the theatre faculty; monitored and evaluated by a faculty member. Guidelines available in the departmental office. Course may be repeated for credit.

DANCE**111,112. Modern I.**

(GER 6) Fall and Spring (2,2) Damon-Wade, Gavalier, Hansen.

Designed for the student with little or no dance background. Introduces dance as an art form and as a means of expression through both the study of movement fundamentals and creative work.

115. Studies in Style.

Fall or Spring (1,1) Staff.

Designed to provide an opportunity to study the technical skills and artistic elements of a particular style of dance. Offerings will vary and may include tap, ethnic forms or historical dance. Course is repeatable provided different styles are studied.

150/150W. Freshman Seminar.*Fall (3-4) Hansen, Staff.*

A course designed to introduce freshmen to topics in the study of dance. Four credits when satisfying the freshman writing requirement.

211,212. Modern II.(GER 6) Fall and Spring (2,2) Damon-Wade, Gavalier, Hansen.*

Designed to strengthen technical skill at an intermediate level. Explores dance as an art form and as a means of expression through both the development of movement skills and creative work.

213. Beginning/Intermediate Ballet.(GER 6) Fall (2) Newton.*

Designed to strengthen technical skill at a beginning/intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

220. History of Modern Dance.*(GER 5) Spring (3) Hansen.*

An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century. (Cross listed with AMST240)

230. History of American Vernacular Dance.*(GER 5) Fall (3) (Not Offered 2002-2003)*

An introduction through films and lectures to dance in U.S. popular culture with an emphasis on its development from roots in African dance to the vernacular forms of tap, ballroom and jazz by examining the movement styles found in concert jazz, musical theatre and popular social dances. (Cross listed with AMST241)

262. Intermediate Ballet.(GER 6) Spring (2) Newton.*

Designed to strengthen technical skill at an intermediate level. Explores ballet as an art form and as a means of expression through both the development of a movement style and creative work.

264. Intermediate Jazz.(GER 6) Spring (2) Damon-Wade.*

Explores jazz dance as an art form and as a means of expression through technical and creative work (choreography, improvisation). The study of various jazz and musical theatre dance styles will reflect the history of jazz and popular music.

301. Practicum in Dance.Fall and Spring (1-3, 1-3) Damon-Wade, Gavalier, Hansen.*

Designed to provide an opportunity for students to fulfill needs in dance-related areas of movement experience such as improvisation, partnering, effort/shape, performance skills, teaching skills, body therapies, interdisciplinary creative work, intensive work with technique and community outreach activities. Course may be repeated for a maximum of 6 credits.

303. Alexander Technique.Fall or Spring (1) Gavalier.*

Designed to provide students with an opportunity to refine and heighten kinesthetic sensitivity. The process of exploring the inherent design of the human body, and cooperating consciously with that design, leads to greater ease, flexibility, power and expressiveness in all activities. As space permits, this course may be repeated once for credit.

305-306. Dance Composition.Fall and Spring (3,3) Gavalier.*

This course provides students with the opportunity to experiment with movement invention; to cultivate variety, contrast, and originality in their choreographic process; and to expand their personal aesthetic ranges. Fall semester (Dance 305) introduces elements, methods and structures of dance composition and is a prerequisite for Dance 306. Spring semester (Dance 306) builds on the fall semester's work through studies influenced by compositional experiments in 20th century art forms.

***311,312. Modern III.**

Fall and Spring (1-2,1-2) Damon-Wade, Gavalier, Hansen.

Designed to challenge the student by introducing complex movement sequences drawn from well-known technical vocabularies. Each course may be repeated twice for credit.

***315. Group Choreography.**

Fall (3) Damon-Wade. Prerequisite: DANC 305-306.

Studies geared to develop an understanding of the principles of choreographic invention for small groups and large ensembles.

***321,322. Performance Ensemble.**

Fall and Spring (1-2,1-2) Damon-Wade, Gavalier, Hansen. Prerequisite: Successful audition.

Designed to provide an opportunity for the advanced dancer to participate in creative work and performance. Each course may be repeated three times for credit.

***330. Internship in Dance.**

Fall and Spring (1-3,1-3) Damon-Wade, Gavalier, Hansen.

Qualified students may receive credit for a structured learning experience in a professional quality dance company or dance festival (e.g., American Dance Festival, Duke University) which provides an opportunity to apply and expand knowledge under expert supervision. Must be approved in advance as well as monitored and evaluated by the faculty. Course may be repeated for a maximum of 6 credits.

***405,406. Independent Projects in Dance.**

Fall and Spring (3,3) Damon-Wade, Gavalier, Hansen.

Directed study for the advanced student arranged on an individual basis. Each semester includes a substantial choreographic project or a research project with a related field such as music, theatre or fine art.

***411,412. Modern IV.**

Fall and Spring (1-2,1-2) Damon-Wade, Gavalier, Hansen.

Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique. Concentrates on elements drawn from specific movement theories. Each course may be repeated three times for credit.

SPEECH**102. Fundamentals of Oral Communication.**

Fall and Spring (2,2) King.

An examination of oral communication within a variety of contexts, including interpersonal, small group, public and intercultural communication. The course will focus on techniques to achieve competency and on the development of other communication skills such as listening, participating in discussions and critical thinking.

201. Public Speaking.

(GER 6) Fall and Spring (3,3) Clark, King, Sobnosky, Staff.

Understanding and application of the principles of public speaking. Analysis of speeches based on organization, content and delivery.

309. Argumentation and Debate.

Fall (3) Sobnosky.

Training in the techniques and practices of argumentative speaking, study and analysis of debate propositions, preparation of the brief, research and selection of evidence, and practice in rebuttal and refutation. Lectures and class debating.

310. Principles of Group Discussion.

Spring (3) Staff.

Study of logical and psychological foundations of discussion as a method of dealing with public questions, considering problems of adjustment, communication and collaborative action in small groups. Emphasis on principles, types and methods of discussion. Lectures and practice participation.

311. Fundamentals of Speech Communication Theory.

Fall or Spring (3) Staff. (Not offered 2001-02)

An examination of various theories of speech communication and application of those theories or specific social events. Attention will be given to the function of communication models, the dimension of interpersonal and intra-personal communication, nonverbal elements of communication, and analysis of attitude, change and theory.

312. Persuasive Speaking.

Fall or Spring (3,3) Staff. (Not offered 2001-02)

Study of the principles of persuasive speaking, motivation of the audience; the development and organization of the persuasive message; the place of persuasive speeches in persuasive campaigns. Students will give several persuasive speeches.

410. Special Topics in History and Criticism of American Public Address.

Spring (3) Sobnosky. Prerequisite: SPCH201 or consent of the instructor.

Survey of significant speakers, speeches or speech movements. Critical analysis of important rhetorical phenomena in its historical, political, social and philosophical contexts.

Women's Studies

ASSOCIATE PROFESSORS L. Meyer (Director), N. Gray, G. Ozyegin. INSTRUCTOR D. O'Dell.

Women's Studies is an interdisciplinary academic program designed to acquaint students with current scholarship on women, gender, feminist theory, epistemology and research. Each semester a wide variety of courses in humanities and social science departments as well as in Women's Studies offers students the opportunity for cultural and cross-cultural studies of the effects of representations and assumptions about gender, race, class, ethnicity, and sexuality on our lives. Courses generally of interest to Women's Studies students and eligible for concentration credit are listed below; in addition, a separate flyer listing each semester's eligible courses is available through the Women's Studies office (757) 221-2457 and on the Women's Studies web page (www.wm.edu/FAS/WS). Students may declare an interdisciplinary concentration or a minor in Women's Studies.

The Women's Studies concentration prepares students who wish to gain a strong interdisciplinary perspective in advance of employment and/or graduate or professional study leading to careers in a wide variety of fields including, for instance, law, education, politics, business, social action, the arts, medicine and so on. Graduates of Women's Studies programs nationwide report reasons for choosing this field of study that range from lifelong interest in feminism, to discovering new intellectual challenges, to providing themselves with the confidence and freedom to "do whatever you choose to do."

The following guidelines have been reviewed and approved by the Women's Studies Curriculum Committee, the Women's Studies Executive Committee and the Committee for Honors and Interdisciplinary Studies.

Requirements for Concentration

Because the program's curriculum offers a wide variety of choices, each concentrator or minor is asked to work closely with a Women's Studies advisor to select related courses in a content area reflecting a specific interest in Women's Studies. For example, students might seek out courses in anthropology, Black Studies, English, history, literary and cultural studies, psychology, sociology and so on, that help them consider issues relating to their interests in women's roles in a variety of cultures and in women's history, health, creativity, etc. In other words, concentrators are asked to select courses according to an organized plan that allows them to build expertise in a subject from a variety of disciplinary perspectives.

An interdisciplinary concentration in Women's Studies requires a minimum of 32 credit hours. No more than 10 credits of introductory courses, excluding WMST 205, and 6 credits of independent study may count toward the concentration. Successful completion of WMST 405 satisfies the Concentration Writing Requirement. The Concentration Computing Requirement may be satisfied by successful completion of any of the computer science courses designed for this requirement or by petitioning the Women's Studies Curriculum Committee or the Director to substitute a course offered by a department within the student's specific area of interest. (Computing proficiency credits are not counted in the 32 hours or concentration QPA.)

All students must complete at least 32 credit hours distributed across four groups of courses, all meeting approved Women's Studies criteria, as follows:

a) three "core" courses:

WMST 205, Introduction to Women's Studies (4 credits)

WMST 405, Feminist Theory (3 credits)

at least one of the following approved by the student's Women's Studies advisor:

Independent Study (WMST 480, 3 credits)

Interdisciplinary Honors (INTR 495, 496, 3 credits each)

Internship (WMST 498, 3 credits)

Senior Seminar in a subject related to the student's specific area of interest

(WMST 390 and 490 denote Senior Seminars and other Senior Seminars are offered by a variety of departments)

b) at least 9 credits in approved courses selected from humanities disciplines (list available from concentration advisor and on WMST webpage: www.wm.edu/FAS/WS)

c) at least 9 credits in approved courses selected from social science disciplines (list available from concentration advisor and on WMST webpage: www.wm.edu/FAS/WA)

Note: WMST 390 and 490 courses ("Topics" for Senior Seminar) may count either as humanities or as social science, determination of which should be made in consultation with the student's advisor.

d) approved electives, selected from any department or interdisciplinary program.

Concentration declaration forms are available in the Women's Studies office and, upon completion, are filed with Academic Advising and with the student's advisor.

Requirements for Minor

A minor in Women's Studies consists of a minimum of 19 credit hours. All students must complete WMST 205, at least 6 credits in approved courses selected from humanities disciplines (list available from concentration advisor and on WMST webpage: www.wm.edu/FAS/WS), at least 6 credits in approved courses selected from social science disciplines (list available from concentration advisor and on WMST webpage: [/www.wm.edu/FAS/WA](http://www.wm.edu/FAS/WA)), and approved electives. Minor declaration forms are available in the Women's Studies office and, upon completion, are filed with the Registrar's Office and with the student's advisor.

Description of Courses

150W. Freshman Seminar.

Fall and Spring (4,4) Staff.

Writing intensive. Topics vary. Check with Women's Studies or the registration bulletin for topic descriptions. Normally open to first-year students only.

151. Freshman Seminar: Gender in non-Western Cultures.

(GER 4B) Fall (3) Ozyegin, Staff.

An examination of practices and conceptualizations of gender and their social and cultural consequences in selected non-Western societies. Normally open to first-year students only. (Cross listed with SOC 151)

205. Introduction to Women's Studies.

(GER 4C) Spring (4) O'Dell, Staff.

An interdisciplinary exploration of sex and gender differences; race and class-based differences and divisions among women; feminist epistemologies and practices. Topics include feminist histories, gender development, body images/representations, "women's work," activism/subversions. Seminar format and weekly forum.

206. Comparative Sociology.

(GER 3, 4B) Fall and Spring (3,3) Ozyegin.

The study of non-Western societies, including critical examination of the way in which non-Western cultures have been interpreted in the West. Topics include gender, class and race-based stratification; family systems; industrialization; urbanization; international migration; globalization; national cultures as "imagined communities." (Cross listed with SOC 206)

221,222. U.S. Women's History, 1600 to the Present.

(GER 4A) Fall, Spring (3,3) Fitzgerald, Meyer.

This course is designed to introduce students to some of the main themes and issues of the field as it has developed in the past two decades. Primary themes throughout this course include: work, sexual/gender norms and values, women's networks and politics, and how each of these has changed over time and differed for women from diverse cultures/communities. The course divides at 1879. (Cross listed with HIST221,222)

314. Women in Chinese Literature (In Translation)

(GER 5) Spring (3) Tang.

This course examines the presence and the presentation of women in Chinese literature. Readings include poetry, novel and drama, drawing heavily on historical and philosophical texts such as the Book of Changes and the Book of Rites. Taught in English. (Cross listed with CHI 316)

315. Women in Antiquity.

(GER 4A) Fall or Spring (3) Spaeth.

A study, through analysis of dramatic, historical and artistic sources, of the role of women in Greece and Rome. The role of women in the home, in politics and in religion will be discussed, as will the sexual mores involving both heterosexual women and lesbians. (Cross listed with CIV 315)

316. 20th-Century Italian Women Writers.

(GER5) Fall or Spring (3) Galucci.

Taught in English. Twentieth-century Italian women writers will be selected and read. The course will focus attention in particular on feminist issues. (Cross listed with ITAL316)

317. Women in Islam.*(GER 4B) Fall or Spring (3) Sonn.*

A study of changing status and role of women in Muslim society. The course focuses on the relationship between religion and culture as they shape the lives and options of women in traditional society, in the modern period and in the contemporary Islamic experience. (Cross listed with REL 317)

320. Sites of Southern Memory.*Fall or Spring (3) O'Dell.*

An examination of places (cemeteries, monuments, and most especially texts) where Lost Cause and other forms of regional memory have been stored, processed, and perpetuated. We will explore efforts of southern women reformists and writers to redefine regional identity and memory.

331. Feminist Theory and Contemporary Theatre.*(GER 7) Fall or Spring (3) Chansky, Wolf.*

Readings in contemporary feminist theory (psychoanalytic, materialist, Brechtian, and others) as these pertain to the body onstage, character construction, playwriting, and audience reception. Course also investigates feminist performance art, scripts, and revisionings of the dramatic canon. (Cross listed with THEA331)

356. Comparative Studies in Gender and Work.*(GER 4B) Fall or Spring (3) Ozyegin.*

Multidisciplinary study of the New International Division of Labor: structures and processes by which Third World women are integrated into global labor market systems; occupational segregation by gender, race and ethnicity; construction of gender differences through work and movements towards gender equality. Recommended for juniors and seniors. (Cross listed with SOC 356)

380. Rhymes with Witch: Sexual Politics in Contemporary Culture.*Spring (3) Gray.*

This course investigates contemporary sexual politics including: representations of "Woman" and what women have been doing about them; postmodern "gender bending" in theory and practice; relationships among identity constructs such as gender, race, and sexuality; what happens when women aren't "nice."

390. Topics in Women's Studies.*Fall, Spring (3-4,3-4) Staff.*

An in-depth study of a topic in some aspect of feminist scholarship. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit.

405. Feminist Theory.*(GER 7) Fall (3) Gray, Meyer.*

An in-depth examination of contemporary feminist theories in relation to various disciplines of the humanities and social sciences as they interface with complexities of difference raised by issues of gender, race, class, and sexuality.

480. Independent Study.*Fall and Spring (3,3) Staff.*

For concentrators who have completed most of their requirements and who have secured approval of the instructor(s) concerned. May be repeated for a total of 6 credits.

490. Senior Seminar.*Fall or Spring (3-4).*

In-depth study of a specialized topic relevant to Women's Studies. Work in this course will reflect senior-level research. Check with Women's Studies or the registration bulletin for topic descriptions. May be repeated for credit.

491. Women's Rights in International Law and Society.*Fall or Spring (3) L.Malone.*

An interdisciplinary approach to the development of women's rights in international law as a reflection of the changing roles of women in society and in international decisions making. The course will focus on recent events highlighting the deficiencies in the international legal system with respect to women's rights and incorporate current theoretical perspectives, including feminist legal theory, in assessing possible approaches to legal and social reform. (Cross listed with LAW 491)

†495-496. Honors.*Fall, Spring (3,3) Staff.*

Students admitted to Honors study in Women's Studies will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for: (a) formulating a program of study in consultation with a faculty advisor; (b) submission by April 15 of an Honors essay; (c) satisfactory performance in an oral examination on the subject of the Honors essay. For College provisions governing the Admission to Honors, see page 72.

498. Internship.*Fall and Spring (variable credit, 1-3).*

Graded pass/fail. May be repeated for a total of 6 credits.

Additional Courses Eligible for Concentration or Minor

Following is a sample listing of courses that have been counted toward the concentration or minor. Not all of these courses are offered every semester, and additional courses may qualify for Women's Studies credit. Check the Women's Studies flyer or web page or consult a program advisor for a list of each semester's approved courses. (Note: Courses in which topics vary should be selected according to the relevance of the topics offered that semester; sample titles are given. Students may request permission from Women's Studies to count a particular course not listed in the flyer if the course's relevance to the student's program of study can be demonstrated.)

Freshman Seminars: in topics related to Women's Studies (most disciplines; check bulletin)

American Studies 470: Topics (e.g., Multiculturalism in America; Masculinity in America)

Anthropology 306: Women, Gender and Culture

Anthropology 370: Evolutionary Perspectives on Gender

Black Studies 205: Introduction to Black Studies

Chinese 312: Special Issues in Chinese Poetic Tradition (e.g., Women in Classical Poetry)

English 445: Literature and the Formation of Sexual Identity

English 463: Major African American Women Writers

English 464: Topics (e.g., Language, Race and Gender)

English 465: Special Topics in English (e.g., Love and the Novel: Lesbian Fictions)

English 475: Senior Seminar in English (e.g., Woolf; The Brontës; 20th Century American Women Writers)

French 355: 20th-Century French Women in Literature and Cinema

German 405: 20th-Century German Women Writers

Government 360: The American Welfare State

Government 390, 391: Topics (e.g., Varieties of Feminist Ideology)

Government 406: Studies in Political Philosophy

Government 472: The Courts, Constitutional Politics and Social Change

Hispanic Studies 484: Gender Issues in Hispanic Culture

History 211, 212: Topics (e.g., Southern Women)

History 490, 491: Topics (e.g., Black Women in the Americas; Gender and the Civil War)

International Studies 390: Topics (e.g., Women's Rights in International Law and Society)

Kinesiology 355: Sport and Gender

Kinesiology 460: Topics in Kinesiology (e.g., Sport, Body and Culture)

Law 492: Women and the Law

Literary and Cultural Studies 201, 301, 351, 401; topics vary

Music 365: Topics in Music (e.g., Music and Gender)

Psychology 373: Human Sexuality

Religion 208: Topics in Religion (e.g., Women in the Christian Tradition)

Religion 306: Sexuality, Women and Family in Judaism

Religion 308: Topics in Religion (e.g., History of Adam and Eve; Women and Their Bible; Theologies of Liberation)

Russian 308: Topics (e.g., Women in Russian Literature)

Russian 309: Topics (e.g., Women in Russian Film)

Sociology 329: Changing Gender Roles in Contemporary Society

Sociology 354: Globalization and International Development

Sociology 421: Sociology of Work

Sociology 440: Special Topics (e.g., Race, Gender and Health; Gender and Sexuality in Cross Cultural Perspective)

Theatre 461: Topics (e.g., African American Theatre History; New American Plays by Women)

School of Business Administration

PROFESSORS Pulley (Dean and T. C. and Elizabeth Clarke Professor), **Boschen** (Assoc. Dean and Brinkley-Mason Professor), **Bryce** (Life of Virginia Professor), **Dafashy, Haltiner, Holstein** (Visiting D. Hollins Ryan Professor), **Jelinek** (Richard C. Kraemer Professor), **Kottas** (J. Edward Zollinger Professor), **Mallue, Messmer** (J.S. Mack Professor), **Nimmicht** (visiting), **O'Connell** (Chessie Professor), **Oldfield** (Richard S. Reynolds, Jr. Professor), **Pearson** (Chancellor Professor), **Rahtz, Ring** (Chancellor Professor), **Robeson** (Director of the Executive MBA Program and Hays T. Watkins Professor), **Sims** (Floyd Dewey Gottwald Professor), **Solomon, J. Smith** (John S. Quinn Professor), **Stewart** (David R. Peebles Professor), **Strong** and **Wallace** (John N. Dalton Professor). **ASSOCIATE PROFESSORS** Aggarwal, Flood, Geary, Guerrero, Hawthorne, D. Hewitt (Clinical), E. Lie (Wilson P. and Martha Claiborne Stephens Associate Professor), Locke (Brooks George Associate Professor), Mooradian, Olver, Palmer, K. Smith, Stowers (Clinical), Waxman and White. **ASSISTANT PROFESSORS** Agnew (visiting), Allred, E. Boone (visiting), T. Boone, Bordoloi, Ganeshan, Hess, Jones, Kelly, Kellet (visiting, spring), H. Lie (visiting, fall), Murray (Clinical), Sheikh, Swan, Szykman, Wilson and Zhao.

Mission Statement

The mission of the School of Business Administration at the College of William and Mary, a distinguished and historic university, is to serve the Commonwealth, the nation and the international community by offering high quality educational programs at the undergraduate, graduate and professional levels. The programs are designed to prepare promising students for positions of increasing responsibility and leadership. The School centers the educational experience on effective decision making and implementation skills. This is accomplished in an environment that fosters individual student development through close working relationships with faculty who excel in their fields and who are dedicated to teaching excellence.

The School's mission includes advancing knowledge and managerial expertise by supporting faculty research and its dissemination.

The College of William and Mary initiated studies in business administration in 1919. The School of Business was formed in 1968 to administer both the undergraduate and graduate degree programs in business administration.

The undergraduate degree program normally leads to a Bachelor of Business Administration (BBA). However, students who double major in Business and an Arts and Sciences discipline may choose either as their primary major. Students will receive the degree that corresponds to their primary major (BBA for Business, A.B. or B.S. for Arts and Sciences). Business majors are offered in four areas: accounting; finance; marketing; and operations and information technology. Concentrations in each of these four areas are offered to students who major in accounting, finance or marketing. Minors are offered in five areas: accounting; finance; management; marketing; and operations and information technology.

Graduate programs lead to a Master of Business Administration (MBA) or Master of Accounting (MAC). For detailed information about these programs, contact the MBA Program Admission Office in Blow Hall or the MAC Program Admission Office in Tyler 241. Information is also provided online at <http://business.wm.edu>.

Programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International).

Undergraduate Business Program

Admission to the Majors Program

The School of Business offers majors in the following areas: accounting; finance; marketing; and operations and information technology. All students who wish to major in Business (whether as a primary or secondary major) must apply for competitive admission to the School of Business. Prerequisites for admission to the School of Business include the following: junior standing (54 academic credit hours), introductory micro and macro economics, an introductory calculus course, principles of accounting, introductory statistics, and successful completion of a proficiency test in basic computer skills for business.

The BBA curriculum is designed so that most students will begin the junior-year core program in the fall semester. Thus, students normally apply for admission to the School of Business during the spring semester of their sophomore year for admission in the following fall semester. To accommodate special circumstances such as study abroad, transferring students, and students who have met all the entrance requirements, the School of Business also accepts applications in the fall semester for admission in the following spring semester. Admission is competitive and the entering class is selected on the basis of overall qualifications. The most important factor in assessing qualifications is the applicant's overall grade point average (GPA). In recent years, successful applicants have attained a minimum GPA of approximately 2.5. However, the competitive admission process is based on overall qualifications, the number of applicants and the number of positions available within the Business School, and therefore the minimum GPA is not a fixed number.

Prospective applicants should consult the BBA Program Office in the School of Business (Tyler 240) for additional information and to become familiar with application deadlines. Appeals from students who are denied admission should be directed to the Committee on Admissions, Academic Status and Degrees of the School of Business.

Students who are not admitted to the Majors Program are not eligible to declare a major in the School of Business regardless of whether they satisfy the course requirements stated in this catalog.

Upon admission to the School of Business, all candidates for the BBA degree come under the jurisdiction of the School's administration including its Committee on Admissions, Academic Status and Degrees in all matters appropriately pertaining thereto. Students admitted to the BBA majors program and the BBA minors program have priority when enrolling for oversubscribed courses.

Admission to the Minors Program

The minors program provides William & Mary students who are not in the BBA Program with an opportunity to gain an in-depth exposure to a business discipline. The School of Business offers minors in the following areas: accounting; finance; management; marketing; and operations and information technology. See the catalog section on Requirements for the Minors Program for specific details related to course requirements. If applicable, students in the minors program may count up to two courses toward both their major and their Business minor.

Applicants to the Minors Program must have a minimum overall GPA of 2.75 and have attained junior standing or be enrolled in courses that will result in attaining junior standing by the end of the semester in which application is made. Admission is competitive based on the overall qualifications, the number of applicants and the number of positions available within the Business School. Students admitted to the BBA majors program and the BBA minors program have priority when enrolling for oversubscribed courses.

The School of Business accepts applications to the Minors Program in the fall and spring semesters. Prospective applicants should consult the BBA Program Office in the School of Business (Tyler 240) for additional information and to become familiar with application deadlines.

Students who are not admitted to the Minors Program are not eligible to declare a minor in the School of Business regardless of whether they satisfy the course requirements stated in this catalog.

BBA students are not permitted to declare a minor in the School of Business. Consistent with the educational mission of the School of Business, students who are pursuing the BBA degree are encouraged to seek a minor or the equivalent (18-21 credit hours) in an area outside the Business School. Students admitted to the BBA Program who wish to pursue a concentration (six credit hours at the advanced level) in a business discipline other than their major field should see the following section on Concentrations for the BBA Majors for more information.

Concentrations for BBA Majors

The School of Business is committed to an education that is integrated and multidisciplinary. These are important strengths that distinguish our programs. All BBA majors complete an integrated core program that emphasizes exposure to the underlying business disciplines. In addition, many students will find it desirable to pursue a multidisciplinary curriculum that will include advanced study in a business discipline other than their major field. The concentration option is designed for students who wish to complete six credit hours of advanced coursework in a business discipline other than their major field. The concentrations available for each major and the requirements for a concentration are listed in the sections describing the requirements for majors.

Advising

At the time application is made to the School, students are assigned an academic advisor on the faculty of the School of Business Administration. A student will be assigned an advisor who teaches in the area in which the student intends to major. A new advisor will be assigned if the student initiates a change in major. Students should consult with their academic advisors when they prepare their initial program of study leading to the BBA degree. Students are also encouraged to meet regularly with their advisors to discuss their academic program.

Study Abroad

The School of Business strongly encourages study abroad. With advance planning, the business curricula are designed so that the second semester of the junior year can be dedicated to study abroad. Also, the College has a one-year exchange program in business studies with the University of Manchester Institute of Science and Technology (UMIST) – School of Management in England. Students interested in more information should contact the Office of Undergraduate Studies in the School of Business and the Global Education Office in the Reves Center.

Student Honors

Beta Gamma Sigma is the national honorary society which recognizes excellence in academic achievement in schools of business administration. Beta Gamma Sigma was founded in 1907 to encourage and reward

scholarship and accomplishment in the field of business studies, to promote advancement of education in the science of business, and to foster principles of honesty and integrity in business practice. Students are initiated into Beta Gamma Sigma in the spring semester.

Academic Standing

Students are required to maintain a 2.0 overall grade point average and a 2.0 grade point average in business courses. A student who fails to maintain these standards will be placed on academic probation by the School of Business Administration. Students on academic probation must satisfy the requirements of their academic probation by the end of the next regular semester. If at the end of the probationary period the student has not met the minimum grade point requirements, the student will be subject to dismissal from the School of Business Administration. In the case of special circumstances, a student can appeal a dismissal to the Committee on Admissions, Academic Status and Degrees of the School of Business Administration.

Second Major

BBA degree candidates may declare two majors but only one major may be in the business disciplines. A maximum of two courses may be counted towards both majors.

Residency Requirement

Students admitted to the BBA program must complete four semesters as full-time admitted business students. A student may petition the Committee on Admissions, Academic Status and Degrees of the School of Business to waive this residency requirement.

Computer Requirement

All students are required to use computer-based approaches within the curricula of the School of Business. Students are required to submit papers and write-ups using current software applications. Students are required to use spreadsheets in preparing analyses, and presentation software in preparing presentations. It is highly recommended that students acquire a computer and appropriate software. Computer labs are also available on campus.

Degree Requirements

Degree candidates must be students in good academic standing who have satisfied all general education and proficiency requirements; earned at least 60 semester credits in Arts and Sciences academic subjects; satisfied all core and major requirements of the School of Business Administration; and earned at least 120 semester hours of academic credits.

The Business Administration Core Program common to all majors is as follows:

Subject		Semester Credits
Business 203	Principles of Accounting	3
Business 231	Statistics	3
Business 300	Business Perspectives and Applications	1
Business 311	Principles of Marketing	3
Business 317	Organizational Behavior and Management	2
Business 323	Financial Management	3
Business 330	Computer Skills for Business	1
Business 343	Legal Environment of Business	2
Business 361	Introduction to Operations Technology	3
Business 362	Introduction to Information Technology	3
Business 432	Strategic Management	2
	TOTAL	26

Core Program of Study

Core classes are normally taken in the following sequence - fall semester of the sophomore year: Business 203-Principles of Accounting; spring semester of the sophomore year: Business 231-Statistics; fall semester of the junior year: Business 311-Principles of Marketing, Business 323-Financial Management, Business 361-Introduction to Operations Technology, Business 362-Introduction to Information Technology; spring semester of the junior year: Business 317-Organizational Behavior and Management; fall semester of the senior year: Business 343-Legal Environment of Business, and Business 432-Strategic Management; Business 330-Computer Skills for Business is taught during the junior year; Business 300-Business Perspectives and Applications is taught in the fall semester of the junior year and as a companion course to Business 432 in the senior year.

Major Requirements

All students applying for admission to the BBA program are required to declare one of the following majors: Accounting, Finance, Marketing, or Operations and Information Technology. Those choosing the Operations and Information Technology major choose either Operations Management or Information Technology as their primary "track."

ACCOUNTING MAJOR

The major in Accounting requires the following courses, totaling 12 hours, in addition to the Core Program.

Business 301	Financial Reporting and Analysis
Business 303	Strategic Cost Management
Business 404	Auditing and Internal Controls
Business 405	Federal Taxation

Accounting electives include the following:

Business 302	Advanced Financial Reporting and Analysis
Business 401	Advanced Accounting
Business 406	Advanced Federal Taxation
Business 408	Tax Compliance, Tax Research and Tax Planning

Accounting Major with a Concentration in Finance

Students wishing to major in accounting with a concentration in Finance must satisfy the requirements for the Accounting major (12 credit hours) and take an additional six credit hours in advanced-level finance as specified below:

Two finance courses chosen from the following and including either Business 324 or Business 325 or both:

Business 324	Money and Debt Markets
Business 325	Equity markets and Portfolio Management
Business 328	Management Control Systems
Business 417	International Banking and Trade Financing
Business 423	Corporate Financial Strategy
Business 434	Management of Financial Institutions

Accounting Major with a Concentration in Information Technology

Students wishing to major in Accounting with a concentration in Information Technology must satisfy the requirements for the Accounting major (12 credit hours) and take an additional six credit hours in advanced-level information technology as specified below:

Two information technology courses:

Business 470	Systems Analysis and Design
Business 471	Database Management Systems

Accounting Major with a Concentration in Marketing

Students wishing to major in Accounting with a concentration in Marketing must satisfy the requirements for the Accounting major (12 credit hours) and take an additional six credit hours in advanced-level marketing as specified below:

Two marketing courses chosen from the following:

Business 442	Psychology of Decision Theory
Business 446	Consumer Behavior
Business 448	Marketing Strategy
Business 450	Global Marketing
Business 452	Marketing Research
Business 454	Retailing/E-tailing
Business 456	Advertising and Marketing Communications

FINANCE MAJOR

The major in Finance requires the following courses, totaling 12 semester hours, in addition to the Core Program.

Business 324	Money and Debt Markets
Business 325	Equity Markets and Portfolio Management
Business 423	Corporate Financial Strategy

One required elective must be chosen from the following:

Business 328	Management Control Systems
Business 417	International Banking and Trade Financing
Business 434	Management of Financial Institutions

Finance Major with a Concentration in Accounting

Students wishing to major in Finance with a concentration in Accounting must satisfy the requirements for the Finance major (12 credit hours) and take an additional six credit hours in advanced-level accounting to be chosen from the following:

Two accounting courses to include Business 301 and one course chosen from the following:

Business 302	Advanced Financial Reporting and Analysis
Business 303	Strategic Cost Management
Business 401	Advanced Accounting
Business 404	Auditing and Internal Controls
Business 405	Federal Taxation

Finance Major with a Concentration in Information Technology

Students wishing to major in Finance with a concentration in Information Technology must satisfy the requirements for the Finance major (12 credit hours) and take an additional six credit hours in advanced-level information technology as specified below:

Two information technology courses:

Business 470	Systems Analysis and Design
Business 471	Database Management Systems

Finance Major with a Concentration in Marketing

Students wishing to major in Finance with a concentration in Marketing must satisfy the requirements for the Finance major (12 credit hours) and take an additional six credit hours in advanced-level marketing as specified below:

Business 442	Psychology of Decision Theory
Business 446	Consumer Behavior
Business 448	Marketing Strategy
Business 450	Global Marketing
Business 452	Marketing Research
Business 454	Retailing/E-tailing
Business 456	Advertising and Marketing Communications

MARKETING MAJOR

The major in Marketing requires the following courses, totaling 12 semester hours, in addition to the Core Program.

Business 446	Consumer Behavior
Business 448	Marketing Strategy
Business 452	Marketing Research

One required elective must be chosen from the following:

Business 442	Psychology of Decision Theory
Business 450	Global Marketing
Business 454	Retailing/E-tailing
Business 456	Advertising and Marketing Communications

Marketing Major with a Concentration in Accounting

Students wishing to major in Marketing with a concentration in Accounting must satisfy the requirements for the Marketing major (12 credit hours) and take an additional six credit hours in advanced-level accounting to be chosen from the following:

Two accounting courses to include Business 301 and one course chosen from the following:

Business 302	Advanced Financial Reporting and Analysis
Business 303	Strategic Cost Management
Business 401	Advanced Accounting
Business 404	Auditing and Internal Controls
Business 405	Federal Taxation

Marketing Major with a Concentration in Finance

Students wishing to major in Marketing with a concentration in Finance must satisfy the requirements for the Marketing major (12 credit hours) and take an additional six credit hours in advanced-level finance to be chosen from the following:

Two finance courses chosen from the following and including either Business 324 or Business 325 or both:

Business 324	Money and Debt Markets
Business 325	Equity Markets and Portfolio Management
Business 328	Management Control Systems
Business 417	International Banking and Trade Financing
Business 423	Corporate Financial Strategy
Business 434	Management of Financial Institutions

Marketing Major with a Concentration in Information Technology

Students wishing to major in Marketing with a concentration in Information Technology must satisfy the requirements for the Marketing major (12 credit hours) and take an additional six credit hours in advanced-level information technology as specified below:

Two information technology courses:

Business 470	Systems Analysis and Design
Business 471	Database Management Systems

OPERATIONS AND INFORMATION TECHNOLOGY MAJOR

The major in Operations and Information Technology is designed as a multidisciplinary major emphasizing both operations and information technology. This major includes a primary emphasis in one discipline and a secondary emphasis in another. No additional concentrations are offered with this major.

The major in Operations and Information Technology requires the following courses, totaling 15 semester hours, in addition to the Core Program.

Business 460	Quantitative Modeling for Business
Business 475	Operations and Information Technology Practicum

In addition, majors must choose either the Operations Management or Information Technology “track.” Those choosing the Operations Management track must complete two additional Operations Management courses and one Information Technology course. Those choosing the Information Technology track must complete one additional Operations Management course and two Information Technology courses. These additional courses are to be selected from the following listings.

Operations Management:

Business 462	Manufacturing Planning and Control Systems
Business 463	Quality Management
Business 464	Service Management
Business 465	Supply Chain Management/B2B Commerce

Information Technology:

Business 470	Systems Analysis and Design
Business 471	Database Management Systems
Business 472	Decision Support and Expert Systems

Requirements for the Minors Program

The School of Business Administration offers minors in the following areas: accounting; finance; management; marketing; and operations and information technology. The minors program provides students who are not in the BBA program with an opportunity to gain an in-depth exposure to a business discipline. Consistent with the educational mission of the School of Business, students who are pursuing the BBA degree are encouraged to seek a minor or the equivalent in an area outside of the BBA Program; BBA students are not eligible to declare a minor in the School of Business. Students may count up to two courses toward both their major and a minor.

Accounting Minor

A minor in accounting requires 18 hours. Students must complete the following courses:

Business 203	Principles of Accounting	3 hours
Business 301	Financial Reporting and Analysis	3 hours
Business 302	Advanced Financial Reporting and Analysis	3 hours
Business 303	Strategic Cost Management	3 hours
Business 404	Auditing and Internal Controls	3 hours
Business 405	Federal Taxation	3 hours

Finance Minor

A minor in finance requires 18 hours. Students must complete the following courses:

Business 203	Principles of Accounting	3 hours
Business 323	Financial Management	3 hours
Business 324	Money and Debt Markets	3 hours

Business 325	Equity Markets and Portfolio Management	3 hours
Business 423	Corporate Financial Strategy	3 hours

Plus one elective to be chosen from the following:

Business 328	Management Control Systems	3 hours
Business 417	Int'l Banking and Trade Financing	3 hours
Business 434	Management of Financial Institutions	3 hours

Management Minor

A minor in management requires 19 hours. Students must complete the following courses:

Business 203	Principles of Accounting	3 hours
OR Business 362	Introduction to Information Technology	3 hours
PLUS		
Business 315	Personnel Management	3 hours
Business 317	Organizational Behavior and Management	2 hours
Business 343	Legal Environment of Business	2 hours

Plus three electives to be chosen from the following:

Business 316	Organizational Structure and Design	3 hours
Business 328	Management Control Systems	3 hours
Business 342	Commercial Law and Bus. Organizations	3 hours
Business 436	Business and Society	3 hours
Business 438	Leadership	3 hours
Business 442	Psychology of Decision Making	3 hours
Business 444	Psychology of Entrepreneurship	3 hours

Marketing Minor

A minor in marketing requires 18 hours. Students must complete the following courses:

Business 203	Principles of Accounting	3 hours
Business 311	Principles of Marketing	3 hours
Business 446	Consumer Behavior	3 hours
Business 448	Marketing Strategy	3 hours
Business 452	Marketing Research	3 hours

Plus one elective to be chosen from the following:

Business 442	Psychology of Decision Making	3 hours
Business 450	Global Marketing	3 hours
Business 454	Retailing/E-tailing	3 hours
Business 456	Advertising and Marketing Communications	3 hours

Operations and Information Technology Minor

A minor in Operations and Information Technology requires 18 hours. Students must complete the following courses:

Business 361	Introduction to Operations Technology	3 hours
Business 362	Introduction to Information Technology	3 hours
Business 460	Quantitative Modeling for Business	3 hours

In addition students must complete two Operations Technology courses and one Information Technology course or one Operations Technology course and two Information Technology courses. Courses are to be selected from the following listings.

Operations Technology:

Business 462	Manufacturing Planning and Control Systems	3 hours
Business 463	Quality Management	3 hours
Business 464	Service Management	3 hours
Business 465	Supply Chain Management/B2B Commerce	3 hours

Information Technology:

Business 470	Systems Analysis and Design	3 hours
Business 471	Database Management Systems	3 hours
Business 472	Decision Support and Expert Systems	3 hours

Elective Courses for Non-Business Students

Students who are not pursuing a formal program in the School of Business may enroll in business classes for elective credit on a space available basis. Listed below are classes frequently selected as business electives.

Business 150W	Freshman Seminar
Business 203	Principles of Accounting
Business 311	Principles of Marketing
Business 315	Personnel Management
Business 316	Organizational Structure and Design
Business 317	Organizational Behavior and Management
Business 323	Financial Management
Business 342	Commercial Law and Business Organizations
Business 343	Legal Environment of Business
Business 361	Introduction to Operations Technology
Business 362	Introduction to Information Technology
Business 417	International Banking and Trade Financing

Description of Courses

150W. Freshman Seminar: Topics in Business.

Fall or Spring (4,4) Mallue.

A writing intensive and discussion intensive seminar designed for first-year students that explores a specific topic within the business disciplines. A grade of C- or better satisfies the College Writing Proficiency Requirement. Topical contents of seminars vary.

203. Principles of Accounting.

Fall and Spring (3,3) Dafashy, Sheikh, White. Required for admission to BBA program.

A study of the use and preparation of financial information and the accounting system as an interpretative tool to communicate information about a variety of economic events to both internal and external users. Topics covered include the preparation and interpretation of financial statements for external users as well as managerial uses of accounting data, cost analysis, budgeting and performance evaluation.

231. Statistics.

Fall and Spring (3,3) Hawthorne, Kottas. Required for admission to BBA program.

Basic concepts of statistical analysis within a business environment. Attention is given to solution methods via use of the computer.

300. Business Perspectives and Applications.

Fall and Spring (0,1) Staff. Prerequisites: Admission to BBA program and junior or senior standing.

This course is designed to complement functional courses in the BBA Core Program by integrating the business disciplines and ethical considerations and by formally incorporating experiential learning. The course includes business simulations, emphasizing interdisciplinary cognitive development, team interaction and presentation skills. It may also include a speakers series and other experiential learning events. This course spans two semesters. In the fall semester of the junior-year students register for 300A. In the senior-year students register for 300B in the same semester in which they are registered for Business 432. The course is graded pass/fail and the one credit is awarded in the semester in which course requirements are complete.

301. Financial Reporting and Analysis.

Fall (3) Geary. Prerequisite: BUS 203 or the equivalent.

This course focuses on the financial reporting environment: evaluating the quality of the reported information, analyzing reporting choices, and assessing the role of financial information in resource allocation decisions. Topics traditionally included in intermediate accounting are covered by analyzing key business transactions on the financial statements and measures of performance evaluations such as profitability, competitiveness, and leverage. This course is designed to be taken as either a one-semester course or as part of a two-semester sequence with BUS 302.

302. Advanced Financial Reporting and Analysis.

Spring (3) Staff. Prerequisite: BUS 301 or consent of the instructor.

This course focuses on an advanced study of topics in financial reporting that are traditionally considered in intermediate accounting. Reporting issues related to topics such as pensions, stock options, and deferred taxes are considered with reference to original source materials and accounting research. With instructor consent, students who have not completed BUS 301 may register for BUS 302.

303. Strategic Cost Management.

Spring (3) K. Smith. Prerequisite: BUS 203 or the equivalent.

Applications of cost analysis to inventory valuation and income determination and planning and control of routine operations and nonroutine decisions. This course emphasizes the relevance of cost concepts to modern decision tools. Substantial use of problems and cases.

311. Principles of Marketing.

Fall and Spring (3,3) Mooradian, Rahtz, Szykman. Prerequisites: ECON101, ECON102 or ECON151, ECON152 or consent of the instructor.

A study of the role of marketing in business and the economy. Emphasis is on the examination of functions, institutions and policies.

315. Personnel Management.

Fall or Spring (3) Kellet. Prerequisite or corequisite: Intro Stats (BUS 231 or equivalent) or consent of instructor.

A course to provide understanding of the principles, policies and practices used to develop a sound industrial relations program. Topics include job analysis, the employment process, employee development, wage and salary administration, labor relations and union negotiation.

316. Organizational Structure and Design.

Fall or Spring (3) Kellet.

This course covers a wide range of organizational issues emphasizing: organizational structure and design, reward systems, communication systems, job design and management of change.

317. Organizational Behavior and Management.

Fall and Spring (2,2) Nimnicht, Solomon.

This course develops the ability to recognize and manage human and behavioral factors in work settings. Topics include: individual differences, group dynamics, motivation, and an introduction to organizational structure and leadership.

323. Financial Management.

Fall and Spring (3,3) H. Lie, O'Connell. Prerequisites: BUS 203 and BUS 231 or equivalents.

An examination of the finance function in the firm. Topics include the theory and practice of valuation, current and long term financing, working capital management, capital budgeting and multinational finance.

324. Money and Debt Markets.

Spring (3) Agnew. Prerequisite: BUS 323.

An examination of the operation and importance of global money and debt markets including market characteristics, regulation, international differences, international interest and exchange rate behavior, bond analysis and valuation, and risk management with interest rate and currency options and futures.

325. Equity Markets and Portfolio Management.

Spring (3) Haltiner. Prerequisite: BUS 323.

An examination of the operation and importance of global equity markets including market characteristics, regulation, international differences, investor behavior, portfolio theory and capital asset pricing, asset allocation, security analysis, mutual funds, performance measurement, and equity options and futures.

328. Management Control Systems.

Spring (3) Bryce. Prerequisite: BUS 203 or the equivalent. (Not offered 2002-2003)

An examination of the interrelationships between financial information flows and behavior in organizations. Cases and readings introduce management control processes in responsibility centers. Topics include goal formulation; performance measurement, reporting and evaluation; systems of reward and punishment.

330. Computer Skills for Business.

Fall, Spring (1) Staff. Prerequisite: Admission to the BBA Program and junior standing. (Offered beginning in 2003-2004)

This course is designed to complement functional courses in the BBA Core Program by providing instruction in the use of application software. Typically the course will cover presentation software, spreadsheets, and database application. This course is graded pass/fail.

342. Commercial Law and Business Organizations.

Spring (3) Waxman.

A study of the law of business organizations, their activities and management. Substantive areas of law covered include: partnerships, corporations; securities, mergers and acquisitions; commercial paper and secured transactions; real and personal property; bailments, antitrust law and creditors' rights.

343. Legal Environment of Business.

Fall and Spring (2,2) Mallue, Waxman.

An introduction to the law and the legal process. Substantive areas of law covered include: contracts, sales of goods and product liability; business torts and environmental law; bankruptcy and international law.

361. Introduction to Operations Technology.

Fall and Spring (3,3) Aggarwal, Bordoloi, Ganeshan, Guerrero. Prerequisites: a computer skills for business course or the equivalent and BUS 231 or equivalent.

An introduction to the production and operations aspects of manufacturing and service organizations. Emphasis is on planning, control and quantitative analysis. Topics include product/process/facilities design, capacity planning, quality and materials management, scheduling and inventory management.

362. Introduction to Information Technology.

Fall and Spring (3,3) E. Boone, Palmer. Prerequisites: a computer skills for business course or the equivalent and BUS 231 or equivalent.

An introduction to current and expected future trends in information technology and their impact on organizations. Topics include the strategic value of information; hardware and software issues; networks and telecommunications; planning, justification, development and management of information resources. Quantitative analysis is applied to evaluate and justify information resources.

401. Advanced Accounting.

Spring (3) Dafashy. Prerequisite: BUS 301 or consent of the instructor.

A study of consolidated statements, partnership accounting for special arrangements, fiduciary accounting and fund accounting.

404. Auditing and Internal Controls.

Fall (3) Wallace. Prerequisite: BUS 301.

Application of technology, modeling, statistics and other auditing procedures within the framework of generally accepted auditing standards. Reporting, ethics, international practices and case applications are emphasized.

405. Federal Taxation.

Fall (3) J. Smith. Prerequisite: BUS 203 or the equivalent.

An analysis of the federal income tax laws. Development of conceptual awareness of federal income tax structure and tax planning, and gaining ability to determine solutions to problems confronting the individual taxpayer.

406. Advanced Federal Taxation.

Spring (3) Staff. Prerequisite: BUS 405.

An analysis of the federal income tax laws for partnerships, corporations and tax-exempt entities. Introduction to estate and gift taxation and to tax research. Tax planning is emphasized.

408. Tax Compliance, Tax Research, and Tax Planning.

Fall (3) J. Smith. Prerequisites: Senior Accounting major or minor; BUS 405 or to be enrolled concurrently.

This course provides for the development of the ability of the students to perform sophisticated tax research and analysis as the foundation for tax compliance and for minimizing the tax liability through tax planning for the following tax entities: individual, sole proprietorship, general partnership, limited partnership, LLC, S corporation, C corporation, and exempt entities.

417. International Banking and Trade Financing.

Fall or Spring (3) Agnew. Prerequisites: ECON101, ECON102, BUS 203 or the equivalent.

A study of the operation of the U.S. commercial banks abroad and of U.S. branches of foreign banks. Topics include currency markets, public and private sector loans, export financing and international payment mechanisms.

423. Corporate Financial Strategy.

Fall or Spring (3) Bryce. Prerequisite: BUS 323.

Advanced topics in the theory and practice of financial decision-making. Cases and readings are used to examine the tools and techniques of financial strategy formulation and implementation under various environmental settings.

432. Strategic Management.

Fall and Spring (2,2) Allred, Staff. Prerequisites: BUS 311, BUS 317, BUS 323, BUS 361. Corequisite: BUS 300. Senior standing in the School of Business Administration.

The establishment of company-wide objectives and the subordinate plans and controls to accomplish them. This course integrates and builds upon the business administration body of knowledge to develop decision-making ability at the policy-making level of administration.

434. Management of Financial Institutions.

Spring (3) O'Connell. Prerequisite: BUS 323.

A study of the management of financial institutions, with particular emphasis on depository institutions. The basic themes of the course are asset/liability management, including spread management; capital adequacy; and liquidity requirements.

436. Business and Society.

Fall (3) Sims. Prerequisite: Senior standing. (Not offered 2002-2003)

A course designed to discuss and clarify the role of the business organization in modern society and its relationship with the social, political, economic, cultural and technological environments, both domestic and international. Cases analyzing the managerial response to external forces are analyzed.

438. Leadership.

Fall or Spring (3,3) Wilson. Prerequisites: BUS 317. Senior standing.

This field-based course is designed to develop the ability to work with and through others in order to make effective contributions as a member of an organization. The course emphasizes developing a leadership orientation, understanding critical leadership issues and developing appropriate leadership skills.

442. The Psychology of Decision Making.

(GER 3) Fall (3) Langholtz. Prerequisites: BUS 231 or the equivalent and senior standing.

An examination and analysis of the cognitive factors that aid or hinder choosing alternative courses of action. The major emphasis will be on psychological processes underlying choice and judgment. Applications to business decisions and policy making will be considered. (Cross listed with PSY 375)

444. The Psychology of Entrepreneurship.

Spring (3) Shaver. Prerequisite: BUS 317 or PSY 364.

A critical examination of the psychological characteristics of entrepreneurs. Emphasis is placed on the psychological processes involved in creating a new business and making it a success. (Cross listed with PSY 444)

446. Consumer Behavior.

Fall or Spring (3,3) Szykman. Prerequisite: BUS 311.

The consumer-firm relationship is analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from the fields of cultural anthropology, sociology and psychology are applied to problems encountered in marketing to various consumer groups.

448. Marketing Strategy.

Fall or Spring (3,3) Mooradian. Prerequisite: BUS 311 or consent of the instructor.

Managerial techniques in planning and executing marketing programs. Emphasis on decision making related to marketing segmentation, product innovation and positioning, pricing and promotion. Extensive use of cases, readings and a management simulation.

450. Global Marketing.

Spring (3) Swan. Prerequisite: BUS 311.

This course includes theories of and justifications for free trade, a study of environments across international markets (including the economic environments, the cultural environments, the political/regulatory environments, and the physical/geographic environments) and the practice of marketing including global marketing management for large, small and medium sized firms. Topics include globalization, global strategies, international service marketing and marketing in the developing world.

452. Marketing Research.

Spring (3) Hess. Prerequisites: BUS 311 and an introductory course in statistics or consent of instructor.

Introduction to fundamentals of marketing research. Use of research information in marketing decision making. Topics include research design, interrogative techniques, data collection methods, scaling, sampling and alternative methods of data analysis. Students design and execute their own research projects.

454. Retailing/E-tailing.

Fall or Spring (3,3) Messmer. Prerequisites: BUS 311, BUS 203 or the equivalent.

The course employs a managerial approach to identify, analyze, plan and control traditional Retail and E-tail businesses. While institutional elements are covered, the focus is on developing and executing an effective business strategy. Concepts will be explored which are applicable to both traditional retail environments and to web-based, E-tail business models.

456. Advertising and Marketing Communications.

Fall (3) Rahtz. Prerequisite: BUS 311.

A study of the relationship of demand stimulation to business management. Development of an advertising campaign will emphasize the presentation of products to consumers through relevant media. Target market identification, situation analysis, promotional strategy and tactics, and evaluation within budgetary constraints will be stressed.

460. Quantitative Modeling for Business.

Fall (3) Kottas. Prerequisites: BUS 361, BUS 362.

This course focuses on developing mathematical models to describe and solve business problems. While the primary emphasis is on deterministic models, stochastic elements of the business environment are also included.

462. Manufacturing Planning and Control Systems.

Fall or Spring (3) Staff. Prerequisites: BUS 361, BUS 362. (Not offered 2002-2003)

This course introduces the student to the dominant planning and control systems in manufacturing firms. Topics include quality control, inventory management, demand management, control of complex manufacturing processes, automation of the factory, and the fit of the manufacturing strategy in the business strategy.

463. Quality Management.

Fall or Spring (3) Boone, Staff. Prerequisites: BUS 361, BUS 362.

The subject of quality is one of the leading issues in business. This course will investigate issues relating to: What is quality? How do we obtain it? and How do we sustain quality in the work place and our products?

464. Service Management.

Fall (3) Bordoloi. Prerequisites: BUS 361, BUS 362.

The ability to effectively and efficiently deliver quality service is critical to economic success. This course examines how to develop service operations that guarantee efficiency and effectiveness. Numerous examples of excellent services will be studied and analyzed to determine how excellence is achieved and maintained. The service aspects of manufacturing will also be considered.

465. Supply Chain Management/B2B Commerce.

Fall or Spring (3,3) Ganeshan. Prerequisite: BUS 361.

Over the last five years, technology, specifically the WEB, has revolutionized the way firms do business with each other. The usual stumbling blocks of poor information availability: incompatible organizational structures and information systems, and the high cost of collaboration are being "blown to bits" by tailored supply chain initiatives and web-centric software. This course will explore these initiatives and tools that firms are using to manage supply chains and B2B integration.

470. Systems Analysis and Design.

Fall or Spring (3) T. Boone. Prerequisite: BUS 362 or the equivalent.

This course considers information systems lifecycle phases which lead to the determination of requirements for and the development of the logical and physical system. Information analysis and the logical specification of the system are emphasized. Exercises and case studies are used to develop proficiency in systems analysis techniques.

471. Database Management Systems.

Fall or Spring (3) Kelly. Prerequisite: BUS 362 or the equivalent.

This course considers the application, logical structure and physical implementation of database systems. Students use the latest version of a popular database management system to design and build a database application. The course introduces the theoretical aspects of database management and emphasizes hands-on interaction with database systems.

472. Decision Support and Expert Systems.

Spring (3) Holstein. Prerequisites: BUS 361, BUS 362.

This course focuses on the development of decision support systems and expert systems from the perspectives of users, analysts and information managers. Simulation techniques are used to design and analyze business processes and systems.

475. Operations and Information Technology Practicum.

Spring (3) Staff. Prerequisites: BUS 361 and BUS 362, six elective credits in Operations Technology or six elective credits in Information Technology, and a declared major in Operations and Information Technology or consent of instructor.

This is a field-based course involving a business project related to operations or information technology. This course includes supporting classes on project analysis, management and presentation.

490. Independent Study.

Fall and Spring (1-3, 1-3) Staff. Prerequisite: Obtain permission form from the Office of Undergraduate Studies in the School of Business.

A course designed to accommodate independent study. This course may be repeated for credit.

492. Special Topics.

Fall and Spring (1-3, 1-3) Staff. Prerequisite: Permission of the professor.

A course designed for special topics and for special opportunities to utilize the expertise of a faculty member. This course may be repeated for credit. Recent past offerings have included Electronic Commerce, Telecommunications, Doing Business in Europe and Business Spanish.

School of Education

PROFESSORS **McLaughlin** (Dean and Chancellor Professor), **Beers, Blouet** (Fred Huby Professor of Geography and International Education), **Bracken, Giese, Korinek** (University Professor for Teaching Excellence), **Lavach, Leslie** (Chancellor Professor), **Patton, Ries, Stronge** (Heritage Professor), **VanTassel-Baska** (Jody and Layton Smith Professor), **Walther-Thomas** and **T. Ward** (Associate Dean). **ASSOCIATE PROFESSORS** **Bass, deFur, DiPaola, Finnegan, Foster, Gressard, Hannafin, Mason, McEachron, Messier, Moore, Pelco, S. Ward, Wheeler** and **Williams**. **ASSISTANT PROFESSORS** **Day-Vines, Foubert, Gareis** (Associate Dean), **Johnson, McAdams, Tschannen-Moran** and **Whitescarver**.

Statement of Purpose

The mission of the School of Education at the College of William and Mary is the pursuit of excellence in the education of learners across the life-span. The School of Education fulfills this mission through its three-fold commitment to teaching, research and service:

- As the recognized organizational unit within the College with responsibility for initial and advanced preparation of professional educators, the School of Education prepares teachers, specialists and administrators to be leaders in their respective roles committed to reflective practice and to working in partnership with others to improve educational programs.
- The School of Education engages in scholarship and research addressing critical problems in education to generate and disseminate ideas that inform and advance educational discourse, policy and practice.
- Through a variety of outreach activities, the School of Education provides model programs in direct service to children, adolescents and their families, as well as technical assistance and professional development opportunities for educators in preK-12, higher education and agency settings.

The School of Education is the recognized organizational unit in the College of William and Mary charged with responsibility for preparing teachers, administrators, supervisors and related school personnel. Within the framework of general College regulations, faculty in the School of Education formulate and implement policies and procedures related to initial certification programs, including instructional goals, requirements, admissions criteria and curricula for these programs. The Associate Dean of Professional Services of the School of Education is the Certification Officer for the College of William and Mary in relation to the Virginia Department of Education.

A teacher education advisory council advises the Dean and Faculty of the School of Education on matters related to the preservice preparation of elementary, secondary and preK-12 teachers. Membership in the Council consists of administrative and instructional staff from the School of Education and departments in the Faculty of Arts and Sciences and representatives from area public schools. Its charge includes ensuring ongoing collaboration in future implementation, evaluation and refinement of teacher education programs; formally and informally advocating teaching as a profession and the College's teacher preparation programs; and consideration of specific needs in teacher education related to children in special populations, including minority groups, the handicapped and the gifted and talented.

Programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and through consultation with advisors in the School of Education, students can plan programs of study leading to professional certification by the Virginia Department of Education. By means of the Interstate Certification Compact, graduates who qualify for certification in Virginia may qualify for certification in 44 other states.

Second Concentration in Elementary Education

The program in Elementary Education leading to endorsement to teach grades pre-school-kindergarten to grade 6 requires a dual concentration. Students are required to select a departmental or interdisciplinary concentration in the Arts and Sciences as a primary concentration. They are also required to declare a second concentration of 33 semester hours in Elementary Education. Students concentrating in Elementary Education may apply no more than 33 credits toward the 120 academic credits required for graduation.

Program Objectives for Students

Students who complete the Elementary Education program are expected to develop and demonstrate a variety of knowledge, skills and attitudes considered by the faculty to be essential characteristics of an effective liberally educated elementary school teacher. For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to elementary school curriculum; the developmental characteristics of children; cultural and individual differences among children; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role

of the school in society; federal, state and local policies and procedures; and support services, professional organizations and resources relevant to elementary education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for elementary school children; to organize and manage a classroom; and to interact effectively with students, parents and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; a positive self-concept; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

Admissions Criteria and Procedures

Admission to baccalaureate study at the College of William and Mary does not automatically include admission to the Elementary Education program in the School of Education. Rather, students apply for admission to the Elementary Education program during the second semester of their sophomore year by completing an application form that can be obtained from the Office of Admissions and Professional Services in Jones Hall 100 or on the web at www.wm.edu/education/adfin/formundergrad.html. Students are encouraged to check with the office in Jones Hall 100 to determine the application deadline date, which is typically mid-January. Transfer students and rising juniors may apply at the beginning of their junior year. The deadline date is typically late August. Admission to the program requires an overall grade point average of at least 2.0 in course work completed to date. After the application forms are submitted, the Associate Dean for Academic Programs verifies the applicants' prior course work and grade point average. The applicants' admission folders are then reviewed by area faculty members. Questions pertaining to the admissions process should be directed to Patti Burleson, Director of Admissions, Jones Hall 100; telephone: 221-2308; e-mail: paburl@wm.edu.

Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Elementary Education program, as rising juniors, individual students are assigned academic advisors who are faculty members in the program. Before registering for the junior year, students meet with their advisors in the Elementary Education program to discuss academic, personal and professional goals; to review both the academic regulations of the College and the specific course requirements for teacher certification; and to plan a program of studies in Elementary Education. Advisors work with the students throughout their junior and senior years.

Study Abroad

Study abroad opportunities are available for elementary and secondary education students in Bath, England, through the Advanced Studies in England (ASE) Program. Normally, students may earn six hours of education elective credit for the ASE experience beyond the 33 elementary or 27 secondary credits by individually petitioning the Committee on Degrees for transfer credit for Ed 400. The total hours for a degree will still be 120. For program information, please contact Dr. Gail McEachron at 221-2341. Specific information pertaining to transfer credit should be directed to the Associate Dean for Academic Programs in the Office of Admissions and Professional Services (Jones Hall 100). Other opportunities are available and questions may be directed to Dr. Brian Blouet in the School of Education at 221-2350.

Program Requirements in the Elementary Education Program (preK-6)

Program requirements in the undergraduate program in Elementary Education include courses in general studies, an Arts and Sciences concentration, and professional studies in Elementary Education that constitute a second concentration. These categories of courses are delineated on checklists used for advisement of Elementary Education concentrators. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Elementary Education (preK-6) Teaching Specialty. Arts and Sciences courses should be selected to meet simultaneously the state's general studies requirements for certification and the College's General Education Requirements and concentration requirements for the degree. Students must be able to show verification of a current tubercular examination prior to beginning their first semester. In addition, some school divisions may require a police background check prior to working in the schools.

General Education Course Requirements

Elementary Education students must include course work specified below, as part of, or in addition to, the College's General Education Course Requirements for the baccalaureate degree.

You must take at least one three-credit course in each of the following:

1. Study of the English language (English 220 or 406 is recommended, listed under GER 3)
2. Literature (English 201 is recommended, listed under GER 5; any 200-level English literature course is acceptable)
3. American History or American Government (History 201 or 202 satisfy GER 4A)
4. Geography (either Geology 110 or Government 381 is recommended; any course identified under Geography in the undergraduate catalog is acceptable)

Sequence of Course Requirements in Professional Studies in Elementary Education

This three semester sequence begins in the fall or spring semester of a student's junior year.

I. Semester One (9 semester credit hours)	
ED 314 Child Development & Learning	3
ED 310 Social & Philosophical Foundations of American Education	2
ED 302 Characteristics of Exceptional Student Populations (Elementary Education)	1
ED 303 Introduction to Classroom Organization, Management and Discipline	1
ED 304 Instructional Technology and Design (Elementary Education)	1
ED 306 First Semester Elementary Education Practicum	1
II. Semester Two (10 semester credit hours)	
ED 410 Elementary Reading & Language Arts Curriculum & Instruction	4
ED 405 Elementary Social Studies Curriculum and Instruction Methods	2
ED 401 Teaching with Technology (Elementary Education)	1
ED 411 Adaptations for Exceptional Student Populations (Elementary Education)	1
ED 412 Reading & Language Arts Curriculum & Instruction Practicum	1
ED 475 Elementary Social Studies Curriculum & Instruction Practicum	1
III. Semester Three (14 semester credit hours)	
ED 406 Elementary Science Curriculum & Instruction	2
ED 407 Elementary Math Curriculum & Instruction	2
ED 414 Student Teaching Seminar (Elementary Education)	2
ED 476 Elementary Science Curriculum & Instruction Practicum	1
ED 477 Elementary Math Curriculum & Instruction Practicum	1
ED 415 Student Teaching in Elementary Education	6

Concentration Writing Requirement

In order to satisfy the Elementary Education Concentration Writing Requirement, students must earn overall averages of C- or better in the following courses: Education 310, 314 and 410.

Professional Semester

To be permitted to undertake the Professional Semester in the Elementary Education program, students must successfully complete Education 302, 303, 304, 306, 310, 314, 401, 405, 410, 411, 412 and 475 which includes successful completion of the school based practica. The professional or culminating semester of course work in the Elementary Education program combines 14 credits into one term of the senior year (fall or spring). The courses taken during this Professional Semester include Education 406, 407, 414, 476 and 477. The last of these courses is student teaching (ED 415). Whether students' Professional Semesters will occur in the fall or spring semester of the senior year is determined by the students, faculty advisors and the Associate Dean for Professional Services after students have been admitted to the program and initially develop their programs of studies.

Exit Criteria and Procedures

To complete the program in Elementary Education, students must successfully complete all of the general studies, Arts and Sciences concentration, and Elementary Education concentration courses described above, including student teaching. The students' College supervisor, cooperating teacher and school principal are each required to verify and evaluate the students' performance during a full-time student teaching experience of at least 300 contact hours with pupils in a state-accredited elementary or middle school. In addition, students must complete satisfactorily the Praxis I Academic Skills Assessment Tests and the appropriate Praxis II Specialty Area Test.

After verification by the Associate Dean for Professional Services in the Office of Admissions and Professional Services that the students have successfully completed all course and program requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests and the appropriate Praxis II Specialty Area Test, the Associate Dean for Professional Services helps the students to obtain the appropriate teaching license in Virginia or other state of their choice. The Admissions and Professional Services Office is located in Jones Hall 100.

Certification Programs in Secondary Education (6-12)

Students who plan to teach at the secondary school level declare a concentration in the subject area or areas they expect to teach, and they additionally complete 27 semester credits of professional education courses required for one of the following endorsement areas of Secondary Education: English, Foreign Language (French, German, Spanish, Latin), Mathematics, Science (Biology, Chemistry, Earth and Space Science, Physics), Social Studies, History and Government. Students who complete a certification program in Secondary Education may apply no more than 27 semester hours in education toward the 120 academic credits required for graduation.

Program Objectives for Students

The goal of the Undergraduate Initial Teacher Preparation Programs in the School of Education is to prepare students to become teachers who are reflective decision makers. To meet this goal, students participate in a balanced program of general education studies, professional education courses and school-based experiences that promote continuous reflection of the knowledge, skills and beliefs which guide their instructional decisions. Reflective teachers not only examine their understanding of schools, students and learning, but also the content to be taught, and the pedagogical concepts and practices best suited for the diverse student population in today's schools.

Admissions Criteria and Procedures

Students who wish to teach at the secondary school level must apply for admission to one of the certification programs in Secondary Education during the second semester of their sophomore year before they declare a concentration in one or more departments in the Arts and Sciences. Students are encouraged to check with the Office of Admissions and Professional Services in Jones Hall 100 to determine the application deadline date, which is typically in March. Transfer students and rising juniors may apply at the beginning of their junior year. The deadline date is typically late August. Application forms can be obtained from the Office of Admissions and Professional Services in Jones Hall 100 or on the web at <http://www.wm.edu/education/adfin/formundergrad.html>. Admission to a certification program in Secondary Education requires an overall quality point average of at least 2.0 in course work completed to date. After the application form is submitted, prior course work and grade point average is verified and the student is notified of the admission decision.

Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Secondary Education program, as rising juniors, individual students are assigned academic advisors who are faculty members in the program and who have special expertise in the students' academic concentrations. Before registering for the junior year, the students meet with their advisors to discuss academic, personal and professional goals, to review both the academic regulations of the College and the specific course requirements for teacher certification, and to plan their programs of studies leading to certification in one or more subject areas of secondary education. The advisor works with the students throughout their junior and senior years and may serve as the students' College supervisor during the culminating student teaching experience.

Program Requirements in Certification Programs in Secondary Education (6-12)

Program requirements in the certification programs in Secondary Education include courses in general studies, professional studies and one or more subject area teaching specialties. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Secondary Education (6-12) Program.

Course Requirements in General Studies

For students pursuing certification in Secondary Education (6-12), the College's general education requirements for the degree constitute the general studies requirements.

Course Requirements in Professional Studies

Spring of Junior Year (8 semester credit hours)		
ED 301	Educational Psychology	3
ED 305	Instructional Technology (Secondary Education)	1
ED 307	The Schools Practicum	1
ED 308	Instructional Technology Practicum	1
ED 310	Social & Philosophical Foundations of American Education	2

Fall of Senior Year (7 semester credit hours)		
ED 460	Content Reading & Writing	2
ED 461	Content Reading & Writing Practicum	1

<i>Choose one of the following:</i>		3
ED 440	Curriculum & Instruction Methods: Social Studies	
ED 441	Curriculum & Instruction Methods: English	
ED 442	Curriculum & Instruction Methods: Foreign Language	
ED 443	Curriculum & Instruction Methods: Mathematics	
ED 444	Curriculum & Instruction Methods: Science	

<i>Choose one of the following:</i>		1
ED 420	Secondary English Curriculum & Instruction Practicum	
ED 429	Secondary Mathematics Curriculum & Instruction Practicum	
ED 434	Secondary Foreign Language Curriculum & Instruction Practicum	
ED 436	Secondary Science Curriculum & Instruction Practicum	
ED 437	Secondary Social Studies Curriculum & Instruction Practicum	

Spring of Senior Year (12 semester credit hours)		
ED 311	Classroom Organization, Management and Discipline (Secondary Education)	1
ED 309	Classroom Adaptations for Exceptional Students (Secondary Education)	1

<i>Choose one of the following:</i>		2
ED 438	Instructional Planning in Secondary English	
ED 439	Instructional Planning in Secondary Mathematics	
ED 445	Instructional Planning in Secondary Foreign Language	
ED 446	Instructional Planning in Secondary Science	
ED 447	Instructional Planning in Secondary Social Studies	

<i>Choose one of the following:</i>		1
ED 449	Secondary Curriculum & Instruction Seminar: English	
ED 450	Secondary Curriculum & Instruction Seminar: Mathematics	
ED 451	Secondary Curriculum & Instruction Seminar: Foreign Language	
ED 452	Secondary Curriculum & Instruction Seminar: Science	
ED 454	Secondary Curriculum & Instruction Seminar: Social Studies	

<i>Choose one of the following:</i>		7
ED 494	Internship in Supervised Teaching: Social Studies	
ED 495	Internship in Supervised Teaching: English	
ED 496	Internship in Supervised Teaching: Foreign Language	
ED 497	Internship in Supervised Teaching: Mathematics	
ED 498	Internship in Supervised Teaching: Science	

Subject Area Requirements for Specific Secondary School Teaching Endorsements

ENGLISH-DR. JOHN MOORE (Jones Hall 228; Telephone: 221-2333).

To teach English in secondary schools, students should satisfy the professional studies requirements described above as well as the teaching specialty requirements listed below:

1. A concentration in English that includes a minimum of 36 semester hours.
2. A minimum of six hours of courses in linguistics. Study of Language 220 is suggested.
3. At least one course in composition beyond English 150W.
4. A course in speech.

FOREIGN LANGUAGE (preK-12)–DR. Sharon defur (Jones Hall 229; Telephone: 221-2150).

Students who concentrate in French, German, Spanish or Latin may become certified to teach in secondary schools by fulfilling the general studies and professional studies requirements described above, and the teaching specialty requirements listed below. It is possible, and students are encouraged to do so, to qualify for endorsements in two languages by concentrating in one and taking at least an additional 24 hours in a second.

As stated in the description of this catalog for each foreign language concentration, students may be required to take prerequisite courses. Although these courses may not be specified as concentration requirements, they may satisfy endorsement regulations for the State of Virginia. Prospective teachers are encouraged to take “intensive” courses in the Department of Modern Languages and Literatures, and/or serve as an apprentice teacher in the intensive language program.

French

1. A concentration in French with a minimum of 33 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course in composition, one course in conversation and one course in linguistics.

German

1. A concentration in German with a minimum of 30 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course in linguistics.

Spanish

1. A concentration in Spanish with a minimum of 30 semester hours.
2. As a part of or in addition to the concentration requirements, at least one course selected from the following: Spanish 306, 307, 308, 309, 311 or 410.

Latin

1. A concentration in Latin with at least 30 semester hours that may include up to 6 hours in classical civilization.
2. At least one course in linguistics.

MATHEMATICS–DR. MARGIE MASON (Jones Hall 219; Telephone: 221-2327).

Students at the College of William and Mary may satisfy State of Virginia certification regulations to teach mathematics in the secondary school.

Mathematics

Those students preparing to teach mathematics must fulfill the concentration requirements in the mathematics department. Within the 38 semester hours required for the concentration, students should include the following mathematics courses:

- Topics in Geometry (416)
- Introduction to Number Theory (412)
- Probability (401)
- Statistics (402)

SCIENCE–DR. RONALD GIESE (Jones Hall 214; Telephone: 221-2332).

Students at the College of William and Mary may satisfy State of Virginia certification regulations to teach (1) Biology, (2) Chemistry, (3) Earth and Space Science (Geology), or (4) Physics, by completing the following:

Biology

1. A concentration in Biology (a minimum of 37 hours as defined by the Biology Department). In meeting the concentration requirements, students must minimally include instruction in botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry, and human biology.
2. Two inorganic chemistry courses with labs (8); two organic chemistry courses with labs (8); and a course in physics (4).
3. At least one calculus course.

Chemistry

1. A concentration in Chemistry (a minimum of 38 semester hours as defined by the Chemistry Department, but must include Chemistry 307 or 314). In meeting concentration requirements students must minimally include instruction in inorganic, organic, analytical, and physical chemistry and biochemistry.
2. A minimum of 16 hours in non-chemistry sciences, including at least one biology and one physics course.
3. At least one course in calculus.

Earth Science

1. A concentration in Geology (a minimum of 38 semester hours as defined by the Geology Department). A student must minimally include instruction in astronomy (e.g., Physics 176), geology, meteorology, oceanography (e.g., Geology 306) and natural resources.
2. A minimum of 16 hours in non-geology sciences including at least one biology, one chemistry and one physics course.
3. At least one course in calculus.

Physics

1. A concentration in Physics (a minimum of 32 semester hours as defined by the Physics Department). In fulfilling the physics concentration requirements, students must include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic, nuclear physics, radiation and radioactivity, relativity, and quantum mechanics.
2. A minimum of 16 hours in non-physics sciences, including at least a course in biology and a course in chemistry.
3. At least one course in calculus and introductory differential equations.

Students completing the requirements for an endorsement in biology, chemistry, earth science or physics may be endorsed in a second of these areas of science by completing a minimum of 18 semester hours in the second endorsement area provided the course work specified above for that particular endorsement is included.

SOCIAL STUDIES—DR. RONALD WHEELER (Jones Hall 234; Telephone: 221-2348).

Students who wish to teach History, Government and other subjects in the field of secondary Social Studies must have a state license to do so. To be eligible for a state license, students must fulfill the professional studies requirements described previously.

To be eligible for Social Studies endorsement, which entitles the holder to teach History, Government and other subjects in the field of secondary social studies, applicants must have a concentration (or the equivalent of a concentration) in either History or Government and have a comprehensive social science background, which must include the following courses:

- a. 12 hours in Government (needed if the student's concentration is History)
- b. 18 hours in History (needed if the student's concentration is Government)
- c. 6 hours in Economics
- d. 6 hours in Geography (preferably one course in Physical Geography and one in Cultural Geography)

To be eligible for History endorsement, which entitles the holder to teach only History courses, students must have a concentration in History (of which at least 24 semester hours must be distributed in U.S. History and World History), 3 semester hours of Economics, and 3 semester hours of Geography.

To be eligible for Political Science endorsement, which entitles the holder to teach only Political Science/Government courses, students must have a concentration in Government, 6 semester hours of Economics, 3 semester hours of American History, and 3 semester hours of Geography.

Professional Semester

To be permitted to undertake the Professional Semester in any of the certification programs in Secondary Education, students must successfully complete Education 301, 305, 307, 308, 310, 460, and 461 as well as one course in either ED 440, 441, 442, 443 or 444; and one course in either ED 420, 429, 434, 436 or 437 which includes successful completion of the school based practica. The professional or culminating semester of course work in all certification programs in Secondary Education occurs during the second semester of a student's senior year and includes 12 credit hours of course work. The five courses taken during this Professional Semester include Education 309 and 311; either 438, 439, 445, 446 or 447; either 494, 495, 496, 497 or 498; and either 449, 450, 451, 452 or 454.

Certification Program in Physical Education (preK-12)

For requirements see Department of Kinesiology section.

Exit Criteria and Procedures

To complete a licensure program in Secondary Education, students must successfully complete all of the general studies courses, professional education courses and academic courses in their particular concentrations described above. The student's College supervisor, cooperating teacher and school principal are each required to verify and evaluate the student's performance during a full-time student teaching experience of at least 300 contact hours with pupils in a state-accredited secondary school. In addition, the student must complete satisfactorily the Praxis I Academic Skills Assessment Tests and the appropriate Praxis II Specialty Area Test.

After verification by the Associate Dean for Professional Services in the Admissions and Professional Services Office that the students have successfully completed all course requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests and the appropriate Specialty Area Test, the Associate Dean for Professional Services helps the students to obtain the appropriate entry-level teaching certificate in Virginia or other state of their choice. The Office of Admissions and Professional Services is located in Jones Hall 100.

Support Services, Facilities and Programs

OFFICE OF ADMISSIONS AND PROFESSIONAL SERVICES

This office serves as the point of contact for School of Education undergraduate admissions; course scheduling and other curriculum and programmatic offerings; and advisor assignments. Although the Office of the University Registrar processes registration and any subsequent changes in registration, this office works closely with the registrar's office to insure close and effective coordination of all course registration and any changes which might emanate from registration. Further, although specific advisors are assigned to admitted undergraduate students, professionals in this office are prepared to respond to general questions regarding undergraduate curricular programs and academic policies and practice. You may reach this office by calling 221-2317.

CLINICAL EXPERIENCES

In collaboration with faculty, the Associate Dean for Professional Services in Jones Hall 100 is responsible for arranging and coordinating all clinical educational experiences, including early field experiences, clinical experiences within courses and student teaching. These clinical experiences are closely coordinated in an effort to reduce duplication for students, faculty and public school personnel.

LEARNING RESOURCE CENTER

The School of Education maintains a Learning Resource Center (LRC) in Jones Hall 216. This center supplements the resources of Swem Library and supports the particular needs of the School of Education with curriculum materials, teaching aids, periodicals, psycho educational tests and Virginia Department of Education adopted textbooks. It also includes a Macintosh multimedia classroom equipped with fully-networked computers with projection capabilities, digital scanners and color printers. The center houses a growing collection of curriculum software and videodisc products. Also included in the LRC are a debit card operated photocopier, three videotaping labs and a variety of audiovisual equipment. Use of these facilities by students in the School of Education may be scheduled by contacting the LRC staff at 221-2311.

SWEM LIBRARY

Books and periodicals that support the various teacher education programs in the School of Education are ordered on a continuing basis by faculty in the School of Education for the collection in Swem Library.

PRAXIS EXAMINATION

Effective July 1, 1996, candidates for an initial teaching licensure in Virginia must take and pass the Praxis I: Academic Skills Assessments Tests. Effective July 1, 1999, candidates for initial teaching licensure in Virginia must take and pass the new Praxis II Specialty Area Test. The Praxis II Specialty Area tests are content knowledge tests. Applications for and specific information about the Praxis I and Praxis II Specialty Area Tests, which are given each year in the School of Education, may be obtained from the Director for Professional Services in Jones Hall 100. It is recommended that you take the Praxis I in your junior year.

STATE CERTIFICATION

The Associate Dean for Professional Services in Jones Hall 100 processes all applications for teaching licenses in Virginia and in other states. Completed applications and all required fees should be filed with the Director for Professional Services two weeks prior to graduation.

OFFICE OF CAREER SERVICES

The Office of Career Services located in Blow Hall 128 assists both current students who plan to teach and graduates who wish to change their employment. No registration fee is charged, and all students and graduates of the School of Education are urged to avail themselves of this service by filing and maintaining complete and current placement records with the office. Undergraduates are urged to begin developing their placement files as early as the first semester of their junior year.

KAPPA DELTA PI - ALPHA XI CHAPTER

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at the College of William and Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional, intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals and sound scholarship. The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion of at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.25.

The Alpha Xi Chapter of Kappa Delta Pi annually sponsors grants and initiates service projects to benefit members of the School of Education. Inquiries about this scholarship and the organization should be forwarded to Dr. Chriss Walther-Thomas (221-2310), the Chapter's counselor.

Graduate Study

Graduate study in education is available to all who have completed with merit an undergraduate degree program at an accredited institution. The School of Education awards a Master of Arts in Education in Curriculum and Instruction with concentrations in Elementary Education, Secondary Education; Reading, Language, and Literacy, Gifted Education and Special Education (initial certification and advanced specialization in collaborative teaching); a Master of Education in the fields of Counseling, Educational Leadership (with concentrations in Education [preK-12] Administration and Supervision, Gifted Education Administration and Supervision, and Higher Education Administration), and School Psychology, and both an Educational Specialist (39 semester hours beyond the Master's degree in School Psychology) and a Doctor of Education/Doctor of Philosophy in the fields of Counselor Education and Educational Policy, Planning & Leadership (with concentrations in General [K-12] Administration, Gifted Education Administration, Higher Education and Special Education Administration). For detailed information about these graduate programs, interested persons are advised to consult the School of Education Graduate Program Catalog or contact Patti Burleson, Director of Admissions, at the School of Education in Jones Hall 100. Information is also provided online at <http://www.wm.edu/education/>.

Description of Courses

301. Educational Psychology.

Spring (3) Bass, Ries. Limited to students pursuing secondary teaching certification.

Examines selected theories and research findings dealing with human learning. Special emphasis is placed upon the basic factors of motivation, learning, retention, and transfer and the ways in which theoretical and empirical findings have been translated into educational practice. A student may not apply both ED 301 and Psy 341 toward degree requirements.

302. Characteristics of Exceptional Student Populations (Elementary Education).

Fall and Spring (1) Staff. Prerequisite: Open only to elementary education concentrators.

An introductory course designed for students concentrating in elementary education to acquaint them with the needs of exceptional children (e.g., students with disabilities, at-risk, gifted, culturally diverse) and the continuum of special services available.

303. Introduction to Classroom Organization, Management and Discipline.

Fall and Spring (1) Staff. Prerequisite: Admission to the elementary education teacher certification program.

A course designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures and possible actions that enhance classroom organization and management and reduce and/or prevent misbehavior.

304. Instructional Technology and Design (Elementary Education).

Fall and Spring (1) Hannafin. Prerequisite: Admission to the elementary education teacher certification program.

An introduction to computer-based instructional technologies, Internet resources, other emerging technologies and instructional design.

305. Instructional Technology and Design (Secondary Education).

Spring (1) Hannafin. Prerequisite: Admission to the secondary education teacher certification program.

An introduction to computer-based instructional technologies, Internet resources, other emerging technologies and instructional design.

306. First Semester Elementary Education Practicum.

Fall and Spring (1) Staff. Prerequisite: Open only to students seeking elementary education certification.

A clinical practicum that focuses on the educational foundations of elementary schoolteaching. Special emphasis is placed on elementary classroom experiences that allow the examination of historical, philosophical, psychological, anthropological and sociological perspectives on instructional strategies, adaptations for special populations and technological applications in educational practice.

307. The Schools Practicum.

Spring (1) Staff. Corequisite: ED 301, ED 310. Prerequisite: Open only to students seeking secondary education certification.

A clinical practicum which focuses on psychological theories of learning and development and the cultural, social, historical, philosophical, and legal facets of secondary schools. There are two primary goals: (1) to enable the student to expand and deepen understanding of adolescence, teaching and learning (2) to enable the student to acquire further insights into public educational institutions in the U. S. with a special focus on how curriculum is created and how educational policies are made.

308. Instructional Technology Practicum.

Spring (1) Staff. Corequisite: ED 305. Prerequisite: Open only to students seeking secondary education certification.

Students will design and implement computer-mediated instructional lessons in a K-12 classroom using worldwide web resources, selected software programs, and other technologies.

309. Classroom Adaptations for Exceptional Students (Secondary Education).

Spring (1) deFur. Prerequisite: Open only to secondary education concentrators.

A course designed to address academic and social learning needs of exceptional student populations (e.g., students with disabilities, at-risk, gifted, culturally diverse) in secondary level classrooms and appropriate interventions to meet these needs.

310. Social and Philosophical Foundations of Education.

Fall and Spring (2) Staff. Corequisites: ED 306, ED 307. Restricted to students in the teacher education program.

An introduction to historical, sociological/anthropological, legal and philosophical perspectives on education. Topics include the roles, organization and curriculum of schools viewed as social systems.

311. Classroom Management and Discipline (Secondary Education).

Spring (1) Staff. Open only to secondary education concentrators.

A course designed to emphasize problem solving, reflection and decision-making to develop positive behavioral support plans to meet the needs of students in secondary general education classes.

314. Child Development and Learning.

Fall and Spring (3) Bass. Open only to elementary education concentrators.

A course which analyzes selected theories of human learning and development. Special emphasis is placed on current theories of learning, cognition and social development as they apply to children and preadolescents.

319. Early Clinical Experiences in Physical Education.

Fall (1) Staff. Prerequisites: Junior standing and permission of instructor.

A course designed to acquaint the physical education concentrator with the personnel, policies and practices of elementary and secondary schools by means of on-site experiences, including weekly observations in selected public schools with scheduled conferences, special assignments and reports.

350. Concepts in Peer Health Education

Fall (3) Bousman, Moses.

Aspecialized training course for students selected to become members of Health Outreach Peer Educators (H.O.P.E.). The class will focus on knowledge, skill and application of college health issues including: health

promotion theory, nutrition, mind/body, sexual health, alcohol and other substances, eating disorders, and stress management. Students will learn the skills necessary to be effective peer health educators to include decision making, communication, assertiveness, facilitation and presentation. Application includes outreach presentations, awareness events, community building, and social action.

351. Peer Health Education Practicum

Spring (1) Bousman, Moses

A course designed for students who have successfully completed ED 350 and become members of H.O.P.E. This practicum offers credit for the application of concepts and skills learned in ED 350. The student must complete a pre-determined amount of outreach presentations and awareness events within the semester.

400. Problems in Education.

Fall and Spring (3) Ward. Prerequisites: Enrollment in School of Education program and permission of the instructor.

A course designed for students who are capable of independent study under the direction of, and in consultation with, staff specialists. Students undertake study and research of educational problems of individual concern resulting from previous study or experience. Course may be repeated if topic varies.

401. Teaching with Technology (Elementary Education).

Fall and Spring (1) Hannafin. Prerequisite: ED 304.

Students in the Elementary Education Teacher Certification Program will design and implement computer-mediated instructional lessons in the classroom using world wide web resources (WWW), selected software programs and other technologies.

405. Elementary Social Studies Curriculum and Instruction.

Fall and Spring (2) McEachron. Prerequisites: Completion of the first semester of professional studies in elementary education. Corequisites: ED 401, 410, 411, 412, 475. Open to students admitted to the Teacher Education program.

An exploration of the objectives, instructional strategies and evaluation of social studies education at the early and middle school levels. Included are experiences in the design of instructional materials for use in the classroom.

406. Elementary Science Curriculum and Instruction.

Fall and Spring (2) Giese. Prerequisites: Completion of the first two semesters of professional studies in elementary education. Corequisites: ED 407, 414, 415, 476, 477. Open to students admitted to the Teacher Education program.

A course which examines the goals, objectives, instructional strategies, student and teacher behaviors, philosophies, strengths and shortcomings of selected exemplary elementary school science curricula.

407. Elementary Mathematics Curriculum and Instruction.

Fall and Spring (2) Mason. Corequisites: ED 406, 414, 415, 476, 477.

Assists the beginning teacher to develop appropriate skills and knowledge for teaching mathematics at the early and middle school levels.

410. Elementary Reading and Language Arts Curriculum and Instruction.

Fall and Spring (4). Johnson, Staff. Prerequisites: ED 302, 303, 304, 306, 310, 314. Corequisites: ED 401, 405, 411, 412, 475.

An examination of all aspects of reading and language arts in the elementary classroom. The processes by which elementary students develop language and literacy are explored as well as instructional strategies that promote that development.

411. Adaptations for Exceptional Student Populations (Elementary Education).

Fall and Spring (1) Staff. Prerequisites: ED 401, 405, 410, 412, 475.

A course designed for students concentrating in elementary education to enable them to develop and implement specific strategies for teaching exceptional children (e.g., students with disabilities, at-risk, gifted, culturally diverse) in general education classrooms.

412. Reading and Language Arts Curriculum and Instruction Practicum.

Fall and Spring (1) Johnson, Staff. Corequisites: ED 401, 405, 410, 411, 475.

This practica experience is designed to provide opportunities for students to observe and participate in reading and language arts instruction in an elementary or middle school classroom.

414. Student Teaching Seminar (Elementary Education).

Fall and Spring (2) Staff. Corequisites: ED 406, 407, 415, 476 and 477.

A seminar designed to provide students with an opportunity to reflectively refine their knowledge, decision-making and skills in coordinating instruction, classroom organization, management and discipline.

415. Supervised Teaching in Elementary Education.

Fall and Spring (6) Staff. Prerequisites: ED 302, 303, 304, 306, 310, 314, 401, 405, 410, 411, 412 and 475. Corequisites: ED 406, 407, 414, 476, 477.

A field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions and skills of classroom teachers.

420. Secondary English Curriculum and Instruction Practicum.

Fall (1) Moore. Corequisite: ED 441.

A course designed to provide the prospective English teacher with structured opportunities to observe, reflect upon, and participate in the community and school culture in which they will be student teaching in the following semester.

421. Children's Literature.

Occasionally (3) Johnson.

This course provides a thorough look at the field of children's literature including the value of children's books, criteria for selecting and evaluating children's books, a survey of the categories of children's literature and discussion of issues involving children's literature.

423. Literature for Adolescents.

Fall (3) Moore. Prerequisite: Permission of instructor.

Allows participants to read and discuss books which have proven appeal to adolescents; to investigate the role of adults responsible for guiding adolescent readers; and to determine the interests, needs and abilities of readers of middle and high school age.

424. The Teaching of Writing.

Occasionally (3) Moore.

A course for secondary teachers which addresses the means by which writing enhances learning in all disciplines. Participants have opportunities to write, to study writing as a process and to develop writing lessons and curriculum for their classroom.

425. Current Trends and Legal Issues in Special Education.

Spring and Summer (3) deFur, Messier.

An overview of the legal requirements and issues relating to special education, gifted education, and other diverse learners. The course also provides instruction in the characteristics of exceptional learners and implications for school and communities.

426. Characteristics and Psychology of Mental Retardation.

Spring (3) Staff.

A course which considers the nature and behavior of mentally retarded children and youth. Emphasis is placed upon new dimensions and recent advances in the fields of biochemistry, genetics and special education.

427. Psychopathology and Emotional Disorders of Children and Adolescents.

Fall and Spring (3) Messier. Prerequisites: ED 301, PSY 362 or permission of instructor.

Deals with emotional, psychological, genetic, neuro-biological, behavioral and sociocultural bases for psychopathology in children and adolescents. Consideration is given to procedures for comprehensive assessment and intervention planning in public schools. Research findings in child and adolescent psychopathology will be stressed.

429. Secondary Mathematics Curriculum and Instruction Practicum.

Fall (1) Mason. Corequisite: ED 443.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

434. Secondary Foreign Language Curriculum and Instruction Practicum.

Fall (1) Arries. Corequisite: ED 442.

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of foreign language education in the school and community setting.

435. Teaching Physical Education K-12.

Spring (4) Staff. Prerequisites: ED 319 and senior standing.

This course is designed to develop teaching strategies and skills, K-12. Emphasis is on the processes of planning, instructing and evaluating content and methods.

436. Secondary Science Curriculum and Instruction Practicum.

Fall (1) Giese. Corequisite: ED 444.

A field and university based course designed to provide students with a first opportunity to reflectively apply/refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

437. Secondary Social Studies Curriculum and Instruction Practicum.

Fall (1) Wheeler. Corequisite: ED 440.

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of social studies education in the school and community setting.

438. Instructional Planning in Secondary English.

Spring (2) Moore. Corequisites: ED 303, 309, 449, 495.

A field and campus based course designed to provide students with an opportunity to make thoughtful decisions, with the help of College faculty and a public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

439. Instructional Planning in Secondary Mathematics.

Spring (2) Mason. Corequisites: ED 303, 309, 450, 497.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics design, teaching and evaluation of their instruction practices.

440. Curriculum and Instructional Methods (Social Studies).

Fall (3) Wheeler. Prerequisites: ED 301, 305, 307, 308, 310. Corequisite: ED 437.

A basic course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

441. Curriculum and Instructional Methods (English).

Fall (3) Moore. Prerequisites: ED 301, 305, 307, 308, 310. Corequisite: ED 420.

A basic course in instructional methodology and an introduction to secondary English teaching methods and materials.

442. Curriculum and Instructional Methods (Foreign Language).

Fall (3) Kulick. Prerequisites: ED 301, 305, 307, 308, 310. Corequisite: ED 434.

A basic course in instructional methodology and an introduction to secondary foreign language teaching methods and materials.

443. Curriculum and Instructional Methods (Mathematics).

Fall (3) Mason. Prerequisites: ED 301, 305, 307, 308, 310. Corequisite: ED 429.

A basic course in instructional methodology and an introduction to secondary mathematics teaching methods and materials.

444. Curriculum and Instructional Methods (Science).

Fall (3) Giese. Prerequisites: ED 301, 305, 307, 308, 310. Corequisite: ED 436.

A basic course in instructional methodology and an introduction to secondary science teaching methods and materials.

445. Instructional Planning in Secondary Foreign Language.

Spring (2) Arries. Corequisites: ED 303, 309, 451, 496.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of foreign language design, teaching and evaluation of their instruction practices.

446. Instructional Planning in Secondary Science.

Spring (2) Giese. Corequisites: ED 303, 309, 452, 498.

A field and university based course designed to provide students with an opportunity to reflectively apply their skills, knowledge about the teaching of science as both a process and a product, to instructional design, teaching, reflection and evaluation of their teaching and the revision thereof.

447. Instructional Planning in Secondary Social Studies.

Spring (2) Wheeler. Corequisites: ED 303, 309, 454, 494.

A field and campus based course designed to provide students with an opportunity to make thoughtful decisions, with the help of College faculty and public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

449. Secondary Curriculum and Instruction Seminar (English).

Spring (1) Moore. Corequisites: ED 303, 309, 438, 495.

A course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of English.

450. Secondary Curriculum and Instruction Seminar (Mathematics).

Spring (1) Mason. Corequisites: ED 303, 309, 439, 497.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

451. Secondary Curriculum and Instruction Seminar (Foreign Language).

Spring (1) Arries. Corequisites: ED 303, 309, 445, 496.

A course designed to provide foreign language student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers and of students.

452. Secondary Curriculum and Instruction Seminar (Science).

Spring (1) Giese. Corequisites: ED 303, 309, 446, 498.

A field and university based course designed to provide students with an opportunity to reflectively refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

453. Students with Learning Disabilities.

Spring (3) Korinek. Prerequisite: ED 425 or permission of instructor.

A course in which an interdisciplinary approach is taken to learning problems associated with various disabling conditions.

454. Secondary Curriculum and Instruction Seminar (Social Studies).

Spring (1) Wheeler. Corequisites: ED 303, 309, 447, 494.

A course designed to provide student teachers with an opportunity to reflect upon ways they can apply and refine their knowledge and skills about the teaching of social studies.

460. Content Reading and Writing .

Fall (2) Staff. Corequisites: ED 461.

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas.

461. Content Reading and Writing Practicum.

Fall (1) Staff. Corequisites: ED 460.

Students in the Secondary Education Teacher Certification Program will select effective instructional literacy strategies and design and implement instructional lessons to enhance subject matter learning across the curriculum based on appropriate assessment information.

475. Elementary Social Studies Curriculum and Instruction (Lab).

Fall and Spring (1) Wheeler, McEachron. Corequisite: ED 405.

A course designed to provide the prospective elementary or middle school teacher with opportunities to experience and reflect on practices of social studies education in the school setting.

476. Elementary Science Curriculum and Instruction (Practicum).

Fall and Spring (1) Giese. Corequisites: ED 406, 407, 414, 477.

A field-based course designed to provide students with a first opportunity to apply their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

477. Elementary Mathematics Curriculum and Instruction (Practicum).

Fall and Spring (1) Mason, Staff. Corequisites: ED 406, 407, 414, 476.

A course designed to provide students with an opportunity to apply, refine and modify their preliminary beliefs about teaching mathematics.

480. Psychology and Education of the Gifted Learner.

Fall (3) Staff.

A course focusing on the nature of gifted learners and how they differ in cognitive, affective, developmental and behavioral ways from more typical learners. The course emphasizes general theories of intelligence, development, and learning and how they apply to gifted learners.

489. Mentorship for Gifted and Talented Students.

Occasionally (3) Staff. A study of the educational needs of gifted and talented students and the provision of services via the mentorship model.

***491. Independent Study in Education.**

Fall and Spring (Var.) Staff.

Hours and credits arranged. Independent study shall not substitute for regular required courses.

493A. Supervised Teaching in Elementary Physical Education.

Spring (3) Staff. Prerequisites: ED 310, ED 319, senior standing and 24 credits in education and kinesiology.

Involves daily observation and teaching in a public school system with weekly conferences, special assignments and reports.

493B. Supervised Teaching in Secondary Physical Education.

Spring (3) Staff. Prerequisites: ED 310, ED 319, ED 435 and senior standing.

Involves daily observation and teaching in a public school system. Weekly conferences, special assignments and reports will be required.

494. Internship in Supervised Teaching (Social Studies).

Spring (7) Wheeler. Prerequisites: ED 301, 305, 307, 308, 310, 437, 440. Corequisites: ED 303, 309, 447, 454.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom social studies teachers.

495. Internship in Supervised Teaching (English).

Spring (7) Moore. Prerequisites: ED 301, 305, 307, 308, 310, 420, 441. Corequisites: 303, 309, 438, 449.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom English teachers.

496. Internship in Supervised Teaching (Foreign Language).

Spring (7) Kulick. Prerequisites: ED 301, 305, 307, 308, 310, 434, 442. Corequisites: ED 303, 309, 445, 451.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom foreign language teachers.

497. Internship in Supervised Teaching (Mathematics).

Spring (7) Mason. Prerequisites: ED 301, 305, 307, 308, 310, 429, 443. Corequisites: ED 303, 309, 439, 450.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom mathematics teachers.

498. Internship in Supervised Teaching (Science).

Spring (7) Giese. Prerequisites: ED 301, 305, 307, 308, 310, 436, 444. Corequisites: ED 303, 309, 446, 452.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom science teachers.

499. Seminar in Teaching.

Spring (2) Staff.

A course designed to provide student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers and of students.

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2000-2001

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act.

**Table C1: Single-Assessment Institution-Level Pass-rate Data:
Regular Teacher Preparation Program**

Institution Name	THE COLLEGE OF WILLIAM & MARY						
Institution Code	5115						
State	Virginia						
Number of Program Completers Submitted	109						
Number of Program Completers found, matched, and used in passing rate Calculations¹	105						March 1, 2002
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	69	68	99%	1196	1125	94%
CBT READING	711	31	30	97%	1243	1212	98%
PPST WRITING	720	70	67	96%	1182	1081	91%
CBT WRITING	721	30	28	93%	1256	1153	92%
PPST MATHEMATICS	730	68	65	96%	1193	1087	91%
CBT MATHEMATICS	731	32	31	97%	1256	1182	94%
Academic Content Areas							
ENGLISH LANGUAGE AND LITERATURE	040	1			15	15	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	12	12	100%	105	98	93%
MATHEMATICS	060				6		
MATHEMATICS: CONTENT KNOWLEDGE	061	4			54	37	69%
SOCIAL STUDIES	080	1			13	13	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%	106	102	96%
BUSINESS EDUCATION	100				12	12	100%
MUSIC EDUCATION	110				7		
MUSIC CONTENT KNOWLEDGE	113				63	54	86%
ART EDUCATION	130				7		
ART CONTENT KNOWLEDGE	133				32	30	94%
FRENCH	170				1		
FRENCH CONTENT KNOWLEDGE	173				7		
GERMAN CONTENT KNOWLEDGE	181	1			3		
SPANISH	190				4		
SPANISH CONTENT KNOWLEDGE	191	3			24	23	96%
BIOLOGY	230				9		
BIOLOGY CONTENT KNOWLEDGE (CT)	235	1			41	35	85%
CHEMISTRY	240				1		
CHEMISTRY CONTENT KNOWLEDGE (CT)	245				11	10	91%
PHYSICS	260				2		
PHYSICS CONTENT KNOWLEDGE (CT)	265				2		
EARTH/SPACE SCIENCE	570				2		
EARTH SCIENCE CONTENT KNOWLEDGE	571	1			16	16	100%
Other Content Areas							
TECHNOLOGY EDUCATION	050				12	12	100%
HOME ECONOMICS EDUCATION	120				2		
MARKETING EDUCATION	560				4		

**Table C2: aggregate And Summary Institution-Level Pass-rate Data:
Regular Teacher Preparation Program**

Institution Name:	College of Willial & Mary			
Academic Year:	2000-01			
Total number of program completers	105			
Type of Assessment †	# taking Assessment	# passing Assessment	Institutional Pass Rae	Statewide Pass Rate
<i>Aggregate: Basic Skills*</i>	100	95	95%	
<i>Aggregate: Professional Knowledge</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>	34	34	100%	
<i>Aggregate: Other Content Areas (elementary education, career;/ technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>	134	129	97%	
<i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i>				
<i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i>				

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 8, 2002, the relevant information is for those completing program requirements in academic year 2000-01. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.=====

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-01, including all areas of specialization.

1. Total number of students enrolled during 2000-01: 109

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-01? 108

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.11 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-01: 194. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5.685. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 300 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

School of Marine Science/Virginia Institute of Marine Science

PROFESSORS Wright (Dean), Allen, Anderson, Austin, Burreson, Chittenden, Chu, Diaz, Ducklow, DuPaul, Graves, Hale, Hoening, Kaattari, Kirkley, Kuehl, Lipcius, Mann, Milliman, Musick, Newman, Olney, Orth, Smith, Taylor and Wetzel. **ASSOCIATE PROFESSORS** Bauer, Bronk, Brubaker, Canuel, Dickhut, Duffy, Evans, Friedrichs, Hershner, Hobbs, Kator, Maa, Patterson, Schaffner, Shields, Steinberg, Van Veld and Vogelbein. **ASSISTANT PROFESSORS** Chuenpagdee, Harris, McNinch, Reece, Tang and Wang.

Facilities

Through offerings of the School of Marine Science, an unusual opportunity is afforded students of all phases of marine science (including marine fisheries science, biological, chemical, geological and physical oceanography, and certain other technical aspects including marine resource policy) to take advanced undergraduate and graduate training at an active, year-round center of marine research.

The marine campus is located at Gloucester Point on the York River, an important estuary with easy access to the Chesapeake Bay and the nearby Atlantic. The Institute and the School are ideally situated to conduct research and teaching in marine, estuarine, and freshwater biology, chemistry, geology, and physical oceanography and engineering. The campus of the Eastern Shore Branch Laboratory at Wachapreague, Virginia, offers access to the embayments, salt marshes and barrier beaches of Virginia's Eastern Shore. Laboratories for mariculture and research as well as dormitory and classroom space are located at Wachapreague.

Program

The program of the School of Marine Science is primarily intended for the student who wishes to specialize in marine science at the graduate level. The degrees offered are the Master of Science and Doctor of Philosophy in Marine Science. Specialization in biological oceanography (marine biology), physical sciences (physical, chemical or geological areas), marine fisheries science and marine resource management are available at both levels. Within these general areas, study of several specialties may be undertaken—for example, marine pollution biology, wetlands ecology. The curriculum available to students working toward either degree includes nearly 100 formal course offerings.

Though the courses offered by the School are primarily for graduate students, advanced undergraduates (juniors and seniors) may participate. For instance, biology, chemistry, geology and physics majors may enroll in suitable 500 level courses with the permission of the instructor. An undergraduate major in chemistry, geology, physics or biology may work on a marine problem in his or her field of specialization. Consent of the chair of the student's major department is required to take problems courses in marine science.

As in most marine institutions, activities are accelerated in the summer. Several scientists are usually added to the research and teaching staff. Qualified undergraduate students may take advanced training in subjects as scheduled. In addition to the regular academic courses offered, special summer courses in marine science may be arranged. Opportunities exist for qualified undergraduate students to experience the intellectual stimulations and challenges of marine research through the School's REU program.

The faculty is actively engaged in research as well as teaching; as such, students have an unusual opportunity to become intimately familiar with the field. This advantage is increased by the fact that the student's entire training program is carried out on the seacoast. Time is not lost traveling from an inland campus to the sea; the sea, itself, is a constant classroom companion.

Preparatory Studies

Students who are seriously interested in marine science as a profession should consult with the Dean of the School as early in their college careers as possible regarding an academic program to be followed.

In general, all science is becoming more quantitative. Regardless of one's field of concentration, a solid background in mathematics through differential equations, a year of statistics, physics, chemistry and familiarity with computers is highly recommended. Students interested in biological oceanography or marine fisheries science should plan to take, in addition to the quantitative courses listed above, organic chemistry, biochemistry and a suite of contemporary biology courses.

The prospective chemical, geological or physical oceanographer should have an undergraduate major in chemistry, physics, meteorology, geology, engineering or mathematics. It is assumed that any one of these physical science degrees includes the quantitative courses discussed above, but particularly helpful are courses in fluid mechanics, time series analysis and thermodynamics.

Description of Courses

Undergraduate students can take MS 501-550 level courses with the permission of the instructor. The interested student is referred to the School of Marine Science catalog. In addition, the following courses are offered at the advanced undergraduate level.

497. Problems in Marine Science.

Fall, Spring and Summer (1-3) Staff.

Supervised projects selected to suit the need of the upper level undergraduate student. Projects are chosen in consultation with the student's supervising professor and the instructor. Credit hours depend upon the difficulty of the project and must be arranged with the instructor in advance of registration.

498. Special Topics in Marine Science.

Fall, Spring and Summer (1-3) Staff.

This is the avenue through which subjects not covered in other formal courses are offered. These courses are offered on an occasional basis as demand warrants. Subjects will be announced prior to registration. Hours to be arranged.

Graduate Program

The School of Marine Science offers the degrees of Master of Science and Doctor of Philosophy. For graduate admission and degree requirements, and for a full description of graduate courses in marine science, write for a graduate catalog to Dean of Graduate Studies, School of Marine Science, Gloucester Point, Virginia 23062, or review the electronic catalog <http://www.vims.edu/sms/Catalog/catalog.html>.

MISCELLANEOUS INFORMATION

Enrollment of the College

Fall 2001

Classification	Men	Women	Total
Freshman	592	804	1,369
Sophomore	596	800	1,396
Junior	569	746	1,315
Senior	652	782	1,434
Unclassified Undergraduate	24	39	63
Law	325	229	554
Graduate	586	586	1,172
Unclassified Graduate	48	111	159
TOTAL	3,392	4,097	7,489

GEOGRAPHICAL DISTRIBUTION OF NON-U.S. STUDENTS

BY FOREIGN COUNTRY (includes resident and non-resident aliens)

Fall 2001

Albania 1	Cyprus 3	Kazakhstan 3	Peru 3
Argentina 1	Ecuador 1	Kyrgystan 1	Philippines 4
Armenia 5	Egypt 2	Lebanon 2	Romania 4
Australia 6	France 6	Macedonia 1	Russia 12
Austria 6	Germany 8	Malaysia 3	Sierra Leone 1
Bangladesh 1	Ghana 1	Mauritius 1	Singapore 1
Belgium 2	Greece 1	Mexico 1	South Korea 26
Bermuda 1	Guatemala 2	Nepal 1	Sweden 2
Bolivia 2	India 34	Netherlands 1	Switzerland 1
Bosnia-Herzegovina 1	Indonesia 3	New Zealand 5	Taiwan 4
Brazil 6	Iran 3	Nicaragua 1	Thailand 2
Bulgaria 4	Ireland 4	Nigeria 2	Tunisia 1
Canada 18	Israel 2	Norway 2	Turkey 5
Chile 1	Italy 1	Pakistan 9	Ukraine 5
Colombia 3	Jamaica 3	Panama 3	United Kingdom 19
Congo 1	Japan 18	Peoples Republic of	Venezuela 1
Costa Rica 2	Jordan 2	China 86	West Africa 1
			Yugoslavia 1

GEOGRAPHICAL DISTRIBUTION OF U.S. STUDENTS

BY STATE AND TERRITORY (does not include resident aliens)

Fall 2001

Alabama 10	Illinois 47	Montana 2	Rhode Island 17
Alaska 1	Indiana 25	Nebraska 4	South Carolina 21
Arizona 10	Iowa 6	Nevada 3	South Dakota 0
Arkansas 5	Kansas 12	New Hampshire 24	Tennessee 27
California 81	Kentucky 13	New Jersey 270	Texas 57
Colorado 14	Louisiana 19	New Mexico 3	Utah 5
Connecticut 83	Maine 12	New York 241	Vermont 15
Delaware 24	Maryland 190	North Carolina 48	Virginia 4,573
District of Columbia 17	Massachusetts 119	North Dakota 4	Washington 12
Florida 88	Michigan 22	Ohio 83	West Virginia 16
Georgia 36	Minnesota 13	Oklahoma 5	Wisconsin 10
Hawaii 5	Mississippi 3	Oregon 10	Wyoming 1
Idaho 0	Missouri 21	Pennsylvania 288	U. S. Territories 7

INDEX

- Academic Advising 53
 Academic Regulations 53
 Academic Scholarships 49
 Academic Standing (Classification) 56
 Accounting 306
 Add/Drop 57
 Administrative Offices, Directory of 5
 Admission to the College 43
 Admission to the School of Business
 Administration (Undergraduate) 303
 Admission to the School of Education
 (Undergraduate) 316
 Advanced Placement 63
 African Studies 184
 American Studies 78
 Anthropology 83
 Applied Science 92
 Arabic 227
 Art and Art History 95
 Auditing Courses 45
- Beta Gamma Sigma 304
 Biochemistry 104
 Biology 106
 Black Studies 115
 Board of Visitors 3
 Bookstore 50
 Business Administration, School of 303
- Calendar iii
 Campus Map Cover III
 Certification of Teachers 323
 Chancellors of the College 2
 Changes in Registration 57
 Chemistry 118
 Chinese 228
 Class Attendance 53
 Classical Civilization 127
 Classical Studies 124
 Classification of Students 56
 Combined Degree Programs 75
 Committee Chairs of the Board of Visitors 4
 Computer Science 131
 Concentration Honors 72
 Concentration Requirements and Fields of
 Concentration 71
 Concentration Writing Requirements 70
 Concentrations, Subprograms and Course
 Descriptions 77
 Concurrent Courses 44
 Contents ii
 Continuance in College 59
 Correspondence Directory i
 Counseling Center Staff 41
 Course Descriptions, Explanation of 77
- Credit by Examination 67
 Credits per Semester 56
- Dance 290
 Dean's List 59
 Degree Requirements, B.B.A. 303
 Degree Requirements, Baccalaureate 68
 Degrees Offered 62
 Double Concentration 71
- Earl Gregg Swem Library 38
 East Asian Studies 184
 Economics 135
 Education, School of 316
 Educational Placement 319
 Elementary Education 317
 Emeriti Faculty 8
 Engineering Program 75
 English Language and Literature 141
 Enrollment - Fall 1999 337
 Enrollment Deposit 51
 Ensembles, Music 254
 Environmental Science/Studies 149
 European Studies 186
 Evaluation of Credits from Other
 Institutions 67
 Examinations 53
 Expenses 51
 Express Account 50
- Faculty 14
 Faculty of Arts and Sciences 78
 Fees 48
 Film Studies 151
 Finance 307
 Financial Assistance for Students 46
 Foreign Language Requirement 69
 Forestry and Environmental Science
 Program 76
 French 230
 Freshman Seminar Requirement 71
- General Education Requirements 71
 General Statement of Policy Cover II
 Geographical Distribution of Students,
 Fall 2000 337
 Geography 153
 Geology 154
 German 234
 Government 158
 Grade Review Procedure 59
 Grading System 58
 Graduate Courses for Undergraduate 57
 Graduate Degrees Offered 62
 Greek 125

- Harrison, James Pinckney Chair of History 176
- Health Center 41
- Hebrew 126
- History 166
- Honorary Fellows of the College 2
- In-State Tuition, Eligibility for - Virginia Code
23-7.4 49
- Interdisciplinary Studies 177
- International Baccalaureate 65
- International Relations 180
- International Studies 180
- Internships 74
- Italian 243
- Japanese 244
- Kappa Delta Pi 324
- Kenan Distinguished Professorship 179
- Kinesiology 197
- Language Requirement 69
- Latin 126
- Latin American Studies 188
- Learning Resource Center 323
- Library, Earl Gregg Swem 38
- Linguistics 209
- Literary and Cultural Studies 210
- Marine Science, School of 335
- Marketing 307
- Mathematics 214
- Meal Plans 50
- Medieval and Renaissance Studies 220
- Middle Eastern Studies 190
- Military Science (Army) 222
- Minor Requirements 72
- Mission Statement 1
- Modern Languages and Literatures 225
- Music 249
- Music Lessons 255
- Neuroscience 257
- Non-Virginia Students, Tuition and Fees 48
- Officers of Instruction 8
- Operations and Information Technology
Concentration 308
- Out-of-State Students, Determination of
Domiciliary Status 49
- Overloads 56
- Part-Time Study 44
- Pass/Fail 58
- Payment of Accounts 47
- Phi Beta Kappa Society 1
- Philosophy 259
- Physical Activity Requirement 70,197
- Physics 264
- Pre-Medical and Pre-Dental Programs 75
- Pre-Professional Programs 75
- Presidents of the College 2
- Probation 59
- Proficiency Requirements 69
- Program, Student's Academic 56
- Psychology 269
- Public Policy 274
- Quality Points 60
- Readmission 44
- Refunds for Withdrawals 48
- Registration Changes 57
- Registration Requirement for Student's
Program 56
- Regulations, Academic 53
- Reinstatement 61
- Religion 277
- Requirements for Degrees 62
- Reserve Officers' Training Corps 222
- Residence Requirements for Degrees 68
- Room Deposit 51
- Russian 246
- Russian Studies 191
- Scholarships 49
- Secondary Education 319
- Secondary School Preparation for
Admission 43
- Sociology 284
- Spanish (Hispanic Studies) 238
- Special Programs, Academic 74
- Speech 290
- Student Assessment 55
- Student Financial Aid 46
- Student Identification Card 50
- Student's Accounts Due 48
- Study Abroad 74
- Summer School Elsewhere 68
- Summer Sessions 56
- Teacher Certification preK-12 in Physical
Education 198
- Teacher Education 316
- Ten Semester Rule 69
- Theatre, Speech, and Dance 290
- Thomas Jefferson Program
in Public Policy 274
- Transfer of Credit for Foreign Students 68
- Transfer of Credit from Other Institutions 67
- Tuition and General Fees 48

Unclassified Status, Graduate	44
Unclassified Status, Undergraduate	44
Underloads	56
Virginia Institute of Marine Science	335
Visiting Students	44
Waiver Privileges for Senior Citizens	45
Withdrawal from a Course	57
Withdrawal from College	57
Women's Studies	299
Writing 101	148
Writing Requirement	70



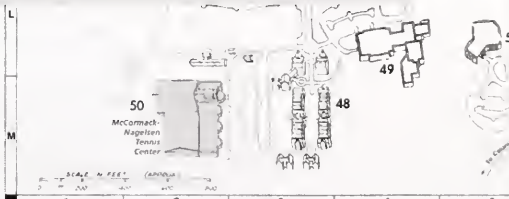
Campus

Key for Visitors

- 1. Adair Gymnasium
- 2. Alumni Center
- 3. Andrews Hall
- 4. Baldwin Memorial Garden
- 5. Barrett Hall
- 6. Bell Building
- 7. Blow Memorial Hall
- 8. Bookstore
- 9. Botetourt Residence Complex
- 10. Brafferton
- 11. Bridges House
- 12. Brown Hall
- 13. Bryan Complex
- 14. Building and Grounds Office
- 15. Busch Soccer Field
- 16. Busch Tennis Courts
- 17. Campus Center
- 18. Center for Archaeological Research
- 19. Chandler Hall
- 20. Coffee House
- 21. College Apartments
- 22. College Yard
- 23. Commuter Student House
- 24. Corner House
- 25. Crim Dell
- 26. Davis House
- 27. Dillard Complex
- 28. Dupont Hall
- 29. Ewell Hall

- (E-4) 30. Fraternity Complex
- (F-9) 31. Galt Complex—Alexander Galt
- (F-4) 32. Galt Complex—Gabriel Galt
- (J-8) 33. Galt Complex—Minson Galt
- (H-6) 34. Galt Complex—Patrick Galt
- (H-5) 35. Graduate House
- (H-8) 36. Heating Plant
- (K-9) 37. Hoke House
- (C-4) 38. Holmes House
- (J-7) 39. Hornsby House
- (I-6) 40. Hunt Hall
- (J-9) 41. James Blair Hall
- (G-8) 42. Jefferson Hall
- (J-6) 43. Jones Hall
- (8-6) 44. Keck Environmental Field Lab
- (8-6) 45. Lake Matoaka Art Studio
- (B-7) 46. Lambert House
- (J-7) 47. Landrum Hall
- (G-8) 48. Lette Pate Whitehead Evans Graduate Student Housing
- (H-6) 49. Marshall-Wythe School of Law
- (F-7) 50. McCormack-Nagelsen Tennis Center
- (J-9) 51. McGlothlin-Street Hall
- (I-8) 52. Millington Hall
- (H-5) 53. Monroe Hall
- (H-5) 54. Morton Hall
- (G-6) 55. Muscarelle Museum of Art
- (J-8) 56. National Center for State Courts
- (A-3) 57. Natural Wildflower Refuge
- (D-4) 58. Old Dominion Hall
- (I-7) 59. Old Lodes

- (D-7) 60. Parking Services
- (A-4) 61. Phi Beta Kappa Memorial Hall
- (A-4) 62. Physical Plants Crafts Shop
- (A-5) 63. Plumert Park
- (I-6) 64. Police
- (J-6) 65. President's House
- (I-8) 66. Prince George House
- (I-9) 67. Randolph Student Residence Complex
- (M-3) 68. Recreational Sports Center
- (L-4) 69. Reves Center for International Studies
- (M-2) 70. Rogers Hall
- (H-6) 71. Rowe House
- (F-5) 72. Sarah Ives Gore Child Care Center
- (H-8) 73. Savage House
- (F-3) 74. Small Physical Laboratory
- (F-4) 75. Sorority Court
- (G-6) 76. Stetson House
- (M-3) 77. Student Health Center
- (L-4) 78. Sunken Garden
- (L-4) 79. Swem Library
- (H-7) 80. Talliaferro Hall
- (H-9) 81. Taylor Building
- (E-3) 82. Tennis Courts
- (H-9) 83. Thiemes House (Personnel Office)
- (I-8) 84. Tucker Hall
- (H-7) 85. Tyler Hall
- (H-7) 86. University Center
- (H-7) 87. Washington Hall
- (I-8) 88. Western Union Building
- (C-6) 89. William and Mary Commons (Cafeteria)
- (C-7) 90. William and Mary Hall
- (I-7) 91. Wren Building
- (D-7) 92. Yates Hall
- (F-8) 93. Zable Stadium



- (F-6) 76. Stetson House
- (J-6) 77. Student Health Center
- (G-4) 78. Sunken Garden
- (J-5) 79. Swem Library
- (A-1) 80. Talliaferro Hall
- (J-6) 81. Taylor Building
- (I-8) 82. Tennis Courts
- (I-9) 83. Thiemes House (Personnel Office)
- (D-5) 84. Tucker Hall
- (B-7) 85. Tyler Hall
- (J-7) 86. University Center
- (J-7) 87. Washington Hall
- (I-8) 88. Western Union Building
- (C-6) 89. William and Mary Commons (Cafeteria)
- (C-7) 90. William and Mary Hall
- (I-7) 91. Wren Building
- (D-7) 92. Yates Hall
- (F-8) 93. Zable Stadium

The College of
William & Mary

P.O. Box 8795
Williamsburg, Virginia 23187-8795

Non-Profit
Organization
U.S. Postage
PAID
Williamsburg
Virginia
Permit No. 26